

5-1-2000

Early Childhood (Birth - Grade 2) Certification

The College at Brockport, College Senate

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SUNY BROCKPORT

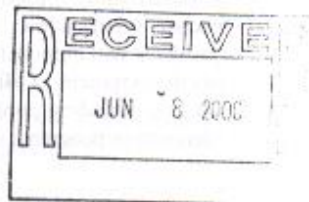
Faculty Senate
State University of New York
College at Brockport
350 New Campus Drive
Brockport, NY 14420-2925
(716) 395-2586 (Fax) 395-2246

Resolution #16 1999-2000 FACULTY SENATE

TO: Dr. Paul Yu, College President

FROM: The Faculty Senate Meeting on: *May 1, 2000*

RE: ☒ I. Formal Resolution (*Act of Determination*)
☐ II. Recommendation (*Urging the Fitness of*)
☐ III. Other, For your Information (*Notice, Request, Report, etc.*)



SUBJ: *Early Childhood (Birth-Grade 2) Certification*

Signed: *Thomas Bonner* Date Sent: *6/2/00*
(*Thomas Bonner, Faculty Senate President*)



TO: The Faculty Senate

FROM: Dr. Paul Yu, College President

RE: I. Decision and Action Taken on Formal Resolution
a. Accepted. Effective Date: *9/1/00 or first opportunity for publication*
b. Deferred for discussion with the Faculty Senate on / /
c. Unacceptable for the reasons contained in the attached explanation

II, III. a. Received and acknowledged
b. Comment: _____

DISTRIBUTION: *Administrative Group - Full resolution available through office of Faculty Senate*

Distribution Date: *7/5/00* Signed: *Paul Yu*
(*President of the College*)

Resolution Disk: resform.wp6:ayk

FACULTY SENATE
SUNY College at Brockport

AUG 3 0 2000

350 New Campus Drive
Brockport, NY 14420-2925

Program Summary

The purpose of the program is to prepare SUNY Brockport graduates to meet the educational and developmental needs of diverse young children and their families. The proposed Early Childhood Certification program will lead to initial New York State teacher certification in Early Childhood Education (Birth-Second grade). Program graduates will demonstrate the knowledge, skills, and dispositions to support the learning and development of all young children in a range of early childhood education and care settings, including public and private schools, child care programs, preschools, and early intervention programs such as Head Start.

The complete course of study leading to a bachelor's degree and Early Childhood B-2 initial teacher certification consists of the General Education program of the College, an appropriate major, liberal arts cognates, and the Early Childhood Education certification program. The program is organized into two phases. In Phase 1, students complete academic work in General Education, an appropriate liberal arts and sciences major, and liberal arts cognates. In Phase 2, teacher candidates complete certification requirements.

The organization of the program is grounded in the principle that learning occurs in a recurring, overlapping cycle that begins in awareness and moves to exploration, to inquiry, and finally, to utilization. The following strands are integrated throughout the programs: universality and diversity in child development; understanding children's thinking; inclusionary, multi-cultural, anti-bias perspectives; family, community, and school relationships; curriculum development and implementation, integration, teaching strategies, and adaptations; creating supportive classroom environments; assessment; use of technology for learning and teaching; reflective practice; and professionalism.

BROCKPORT

State University of New York
College at Brockport
350 New Campus Drive
Brockport, New York 14420-2958

Department of Education and Human Development
(716) 385-2203

The Faculty Senate of the State University of New York College at Brockport approved, on May 1, 2000 the following proposed Early Childhood Certification program, with the following amendment:

The Faculty Senate approves this current proposal as a worthy academic enterprise, however, the Faculty Senate takes no position on allocation of lines to support the program.

Respectfully submitted,



Sue Novinger
Education and Human Development



SUNY BROCKPORT

Dean, School of Professions

February 11, 2000

TO: Academic Priorities Committee

FR: Joseph R. Mason, Interim Dean
School of Professions

RE: Proposed Early Childhood Education Program (Birth-Grade 2)

Attached please find a proposal for an undergraduate certification program in Early Childhood Education (Birth-Grade 2). This proposal has been developed in the Department of Education and Human Development in response to new teacher certification regulations adopted by the Regents of the State of New York and the New York State Education Department. These new regulations will become effective February 2, 2004.

Thank you for your attention to this matter.

STATE UNIVERSITY OF NEW YORK
PROPOSED UNDERGRADUATE PROGRAM

I. Cover Sheet

Campus: SUNY Brockport

Proposed Program Title: Early Childhood Certification

Proposed Award: Initial New York State Early Childhood Education Certification

Total Credit Hours: 46 credit hours for Certification Program

Academic unit that will offer program: Education and Human Development

Suggested HEGIS code: 0823

Proposed beginning date: Fall 2001

Program Summary: See attached

Project enrollment:	Year 1	Year 3	Year 5
Full-time students	20 - 25	40 - 50	40 - 50

Will program lead to certification or licensure: Yes

If Yes, in what field or specialty: Initial certification in Early Childhood Education

Will special accreditation be sought: Yes

If Yes, by what group? National Council for Accreditation of Teacher Education

By what date? Fall 2003

Will program or any constituent courses be offered off-campus? Yes. Candidates will complete a minimum of 588 hours of field experiences in diverse early childhood education and care settings, including childcare centers, preschools, early intervention programs, and public and private elementary schools.

For more information, contact the following academic officer:

Name: Dr. Morris Beers e-mail: mbeers@brockport.edu

Title: Chair, Education and Voice: 716.395.2205

Human Development

Fax: 716.395.2172

Program Summary

The purpose of the program is to prepare SUNY Brockport graduates to meet the educational and developmental needs of diverse young children and their families. The proposed Early Childhood Certification program will lead to initial New York State teacher certification in Early Childhood Education (Birth-Second grade). Program graduates will demonstrate the knowledge, skills, and dispositions to support the learning and development of all young children in a range of early childhood education and care settings, including public and private schools, child care programs, preschools, and early intervention programs such as Head Start.

The complete course of study leading to a bachelor's degree and Early Childhood B-2 initial teacher certification consists of the General Education program of the College, an appropriate major, liberal arts cognates, and the Early Childhood Education certification program. The program is organized into two phases. In Phase 1, students complete academic work in General Education, an appropriate liberal arts and sciences major, and liberal arts cognates. In Phase 2, teacher candidates complete certification requirements.

The organization of the program is grounded in the principle that learning occurs in a recurring, overlapping cycle that begins in awareness and moves to exploration, to inquiry, and finally, to utilization. The following strands are integrated throughout the programs: universality and diversity in child development; understanding children's thinking; inclusionary, multi-cultural, anti-bias perspectives; family, community, and school relationships; curriculum development and implementation, integration, teaching strategies, and adaptations; creating supportive classroom environments; assessment; use of technology for learning and teaching; reflective practice; and professionalism.

II. Campus and System Planning

- 1. Describe the purpose, goals, and objectives of the proposed program. Identify existing or projected programs of the campus in the same or related disciplines and the expected impact of the proposed program on them. Indicate if this program replaces an existing program(s). Indicate if it is entirely or primarily a restructuring of existing courses and resources.*

Informed by a compelling body of research and to better meet the educational and developmental needs of the children and families of New York, the state Board of Regents has recently divided the current Pre-Kindergarten through Grade 6 Elementary teacher certification into two separate certifications: Early Childhood, Birth - Second grade and Childhood Education, First through Sixth grade (New York State Department of Education, 1999). The new certification requirements are effective February 2004. The Early Childhood Education certification program proposed in this document was created in response to this landmark change in New York State teacher certification requirements.

The Department of Education and Human Development at SUNY Brockport currently offers a program that leads to the Pre-Kindergarten through Sixth grade certification (the certification that is being phased out). This existing program will be revised to meet the needs of the new New York State Childhood Education certification (First through Sixth grade). Thus, the proposed Early Childhood Certification program will complement the Childhood certification program and make it possible for SUNY Brockport to offer the full range of teacher certification required by New York for teachers of children birth through sixth grade. (Note that the revised Childhood Certificate does not include Kindergarten.)

The purpose of the proposed program is to prepare SUNY Brockport graduates to meet the educational and developmental needs of diverse young children and their families. The proposed Early Childhood Certification program will lead to initial New York State teacher certification in Early Childhood Education (Birth-Second grade). Program graduates will demonstrate the knowledge, skills, and dispositions to support the learning and development of all young children in a range of early childhood education and care settings, including public and private schools, child care programs, preschools, and early intervention programs such as Head Start.

The goals of this program are for teacher candidates to construct understandings and develop skills across the following strands:

- Universality and diversity in child development; whole child perspective
- Understanding children's thinking in terms of individual and social construction of knowledge
- Inclusionary, multi-cultural, anti-bias perspectives
- Family, community, and school relationships
- Curriculum development and implementation, integration, teaching strategies, and adaptations

- Creating supportive classroom environments
- Assessment and Evaluation
- Use of technology for learning and teaching
- Reflective practice
- Professionalism

The Early Childhood and Childhood certification programs will be integrally linked. SUNY Brockport candidates who plan to apply to either program may select from the same list of acceptable liberal arts and sciences majors. Candidates will be admitted to and progress through each certification program in cohort groups. A new cohort of approximately 50 candidates is (and will continue to be) admitted to the Childhood program each semester. A new cohort of approximately 20 to 25 candidates will be admitted to the Early Childhood program each fall semester.

The two certification programs share a common first semester of coursework, as well as three shared courses during the following two semesters. Beginning the second semester of the program, the Early Childhood and Childhood programs diverge in order to focus in-depth preparation at each certification level (See Appendix A). The programs will share a common organizational format, linking coursework and field experiences. This will allow candidates more choice in certification and allow Department faculty to contribute to both Certification programs.

In a survey conducted during the Fall 1999 semester, approximately 20% of the candidates enrolled in the current Elementary certification program indicated a preference for the Early Childhood Certification option, were such an option available (See III.4). Little or no reduction in the current number of candidates in the Childhood program is anticipated since a significant number of qualified applicants are denied each semester because of space limitations in the current Elementary certification program. As an example, ninety-three applications for the current Elementary program were reviewed on September 15, 1999. Of the 93 total applications 34 did not meet minimum EHD requirements. Forty-seven applicants were accepted. Twelve applicants were placed on hold due to limited program capacity. Students in the "hold" category may choose to resubmit their applications for the next review period, but are not guaranteed admission to the program. The Early Childhood Certification program will open up spaces in the Childhood Certification program for potential candidates who are now placed on hold.

It is anticipated that the distribution of academic majors for students choosing the Early Childhood option would be similar to that of students choosing the Childhood option. Therefore, the proposed program would add between 20 to 25 students each academic year in majors such as Psychology, English, Health Science, History, Arts for Children, Sociology, and other liberal arts and sciences majors.

2. *Explain the relationship of the proposed program to the approved mission of the institution. Please document how the development of the program is related to the campus on-going planning process, as well as its Middle States Association*

reaccreditation reviews, specific program accreditation reviews, and or Rethinking SUNY.

The proposed Early Childhood program is reflective of SUNY College at Brockport's mission of providing an excellent liberal arts and professional education. Students in the Early Childhood program will receive a liberal arts degree and upon successful completion of the program will be eligible for state certification for teaching children from birth through second grade. The program also complies with the Commissioner's Regulations (1999) which state that Early Childhood Education teacher candidates must complete a general education core in the liberal arts and sciences.

The proposed Early Childhood program is also reflective of SUNY College at Brockport's mission of having the success of its students as its highest priority. Candidates will construct a strong knowledge base in the liberal arts and sciences, and develop deep understanding of child and family development, sociocultural diversity, learning theory, and pedagogy. Candidates will be provided with rich opportunities to develop the skills and dispositions to work effectively with diverse children and families through immersion in varied communities of professional practice. Moreover, the college's emphasis on student learning, and encompassing admission to graduate and professional schools, employment, and civic engagement in a culturally diverse society and in globally interdependent communities are addressed in the program. Candidates will have a strong field component throughout the program, including working with children from diverse backgrounds and in a range of settings. Part of the field experience will be in urban, high-need areas. Candidates will apply the content and pedagogy they are learning as part of the field experience. For example, candidates, with the support of faculty and mentor teachers, might be engaged in collaboratively designing, implementing, and critiquing learning experiences and environments for children with special needs. This powerful connection between classroom experience and field experience puts a much greater emphasis on learning, and will more effectively prepare students for graduate school as they link their learning more closely with their teaching.

The third way in which the proposed Early Childhood program supports the mission of SUNY College at Brockport is through the close link of faculty to the field. By creating close collaborative relationships with other early childhood institutions, our faculty will have increased opportunities for research and scholarly activities in the field. Through such experiences, our candidates will also benefit. They will be part of a larger community that is committed to professional and scholarly work in a professional education community.

The development of the Early Childhood program is related to the College's on-going planning process and accreditation process because this program will allow us to continue certifying teachers in areas that would no longer be available to SUNY College at Brockport without this program. Namely, candidates who successfully complete our program would be eligible for certification to teach children from birth through grade 2. The current Elementary certification, Pre-Kindergarten through Sixth Grade, will no longer be in effect. Moreover, the state will no longer be offering accreditation to SUNY

certification programs. Thus, SUNY Brockport is applying for accreditation from National Council for Accreditation of Teacher Education (NCATE). The Early Childhood program was designed in keeping with rigorous NCATE guidelines in order for the new program to meet accreditation requirements as part of our larger education program.

III. System Need and Effect

- 1. Identify similar programs at other institutions, public and independent, in the service area, region and state, as appropriate.*

SUNY Geneseo and SUNY Fredonia currently offer an Early Childhood concentration within their Elementary Education programs. SUNY Geneseo, SUNY Fredonia, and SUNY College at Buffalo will all propose new undergraduate Early Childhood Certification programs. Geneseo and Buffalo State will also propose graduate Early Childhood Certification programs. Nazareth College will continue to offer an Early Childhood Certification program at the graduate level only. Roberts Wesleyan is in the process of developing an Early Childhood program.

- 2. Provide evidence of appropriate consultation with SUNY campuses. Summarize the results of the consultation, noting in particular comments from institutions with similar programs. Describe results of discussions regarding inter-campus collaboration and program articulation. Describe the resolution of discussions regarding perceived competition between campuses.*

The co-chair of the Early Childhood Program Planning Committee met with representatives of other SUNY campuses. Formal meetings included the New York State Association of Early Childhood Teacher Educators held in Rochester in April 1999, and the SUNY Child Care and ASSET conference held in Saratoga Springs, New York in May 1999. SUNY campuses represented at both meetings included Fredonia, Buffalo State, Cortland, Geneseo, Oswego, and Brockport. Consultations with early childhood educators at SUNY Geneseo, SUNY Fredonia, and SUNY College at Buffalo have continued via telephone conversations. Topics of discussion have included degrees to be offered, academic majors, articulation with community colleges, program philosophy and design, number of candidates to be enrolled, and perceived competition between SUNY campuses.

There is little or no perceived competition among the four SUNY campuses currently offering or planning to offer Early Childhood Certification programs in western New York. Each campus, Geneseo, Fredonia, Buffalo State, and Brockport plan to offer programs that would graduate between 20 to 36 Early Childhood educators per year. As noted elsewhere in this document, the need for Early Childhood Educators in western New York, as well as the rest of the state, far exceeds the number of combined graduates from these programs.

3. Justify the need for the program in terms of the clientele it will serve, the economic and/or educational needs of the area and of New York State. Describe in detail how the level of need was established.

There is a great need for an Early Childhood education program at SUNY College at Brockport. In the Rochester area alone there are over 267 commercial childcare and preschool centers providing some combination of care and education for infants, toddlers and preschool children. This number does not include the many home childcare facilities. There are also over 100 private elementary schools that have students in grades K - 2, and there are over 100 public elementary schools in Monroe county. In addition, the public elementary schools in Rochester have a Universal Pre-Kindergarten program. Taking these programs together, there is a great need for certified teachers with Early Childhood Certification in the greater Rochester area.

The institutions mentioned here need personnel that are not only interested in working with and teaching young children but that also have strong credentials, and are certified to teach in the state of New York. Currently no state institution in the Rochester area is offering this certification. Assuming that our program has approximately 20 to 30 candidates graduating per year, only 4 - 6% of the institutions in the greater Rochester area would need to hire one of our candidates in a given year in order for all of our candidates to be placed in positions.

SUNY College at Brockport meets the educational needs of the highly diverse population of Rochester in a variety of ways. Many of our education candidates are from Rochester. Our enrollments reflect that we currently have the highest number of minorities attending the college in its history. We also place a large group of candidates in the city schools which serve a very diverse population for most or all of their field experiences, and many of our candidates go on to teach in Rochester. Candidates in the proposed Early Childhood education program will have at least one semester of placement in the city of Rochester working with a diverse population and with high needs children. They will work with children from birth to grade 2 in childcare facilities, preschools, and city elementary schools. Many of these institutions work with extremely needy children that deserve the very best educated staff of professionals available. The Early Childhood program would help meet the great needs of the many children in Rochester who fall in this category. It would also meet the needs of children in the highly diverse population in the Rochester area and beyond.

The level of need for an early childhood program was determined through several means. Within the department of Education and Human Development a survey of elementary education candidates who are in their junior year of study indicated that approximately 20% of them would have been interested in pursuing Early Childhood Certification had it been available. This does not include the number of students waiting to be accepted into our program. The availability of the early childhood program would meet the needs of those interested in pursuing Early Childhood Certification and would allow for more space in the Childhood Certification program. Also, in the past few years several of the two-year institutions in the area have requested that we offer an early childhood program

to which their students can transfer upon completing a degree at the community college level. Among the two-year institutions in our area that offer an early childhood associate's degree are Monroe Community College, Alfred College, Cobleskill Community College, Corning Community College, and Genesee Community College. Fingerlakes Community College offers an associate's degree with emphasis in early childhood development. The Early Childhood program at SUNY College at Brockport would be able to serve students receiving a two-year degree at the above colleges who are interested in obtaining a four-year degree and state certification in early childhood education.

Information was collected in a variety of ways in order to complete this section. The New York State Department of Education classifies the Rochester City School District as a high-needs district. The criteria used to determine the number of childcare and preschool institutions, private schools and public schools came from a variety of sources, including the Department of Education and Human Development's placement office, and through listings of area private schools, childcare and preschool programs, and through the *Directory of Public Schools and Administrators in New York State, 1997 - 98* (NYSED).

4. State how the enrollment estimates were determined. Provide summaries of the surveys conducted and/or other sources utilized in determining the enrollment. Specify the number of students, if any, who have indicated explicit interest in the program.

All of the candidates currently enrolled in the initial Elementary (PK-6) certification program were surveyed in August 1999. Candidates were asked to indicate their preference in two categories: 1) preferred grade level to teach and 2) preferred certification program (Birth-Second grade or First - Sixth grade). Of the approximately 90 candidates who responded to the survey, twenty-two percent indicated a preference for teaching Birth-Grade 2, while twenty percent indicated they would have chosen an Early Childhood Certification program, had one been available. Based on this data it is estimated that the proposed program will initially enroll one cohort of 20 to 25 candidates each academic year.

Estimate the impact of the expected enrollment in the program on the distribution of students among major fields of study and on total enrollment.

Candidates for the Early Childhood Certification program will select from liberal arts and sciences majors offered by SUNY Brockport. It is expected that Early Childhood candidates' selection of majors will approximate the distribution of Childhood certification candidates among undergraduate majors: Psychology 22%, English 18%, Health Science 13%, History 10%, Interdisciplinary Arts for Children 7%, Sociology 7%, Spanish 6%, and other LAS majors 17%.

Given an annual cohort of 20 to 25 candidates, it is expected that this program will add the following number to each major per academic year: Psychology - 4 to 5; English 4 to 5; Health Science - 2 to 3; History - 2; Interdisciplinary Arts for Children - 1 to 2; Sociology - 1 to 2; Spanish 1 to 2; other LAS majors - 3 to 4.

Total enrollment in certification programs in the Department of Education and Human Development is expected to increase by 20 to 25 students per year.

5. For programs designed to prepare graduates for immediate employment, document the potential employers of such graduates.

The Early Childhood Certification program will prepare childcare workers and primary school teachers (K-2). According to The New York State Department of Labor Occupational Outlook through 1999 the area of childcare workers is projected as the 11th largest growth occupation in the state with 8,200 workers needed in the period from 1993 through 1999. It should be noted that this report was published before recent early childhood initiatives that call for increased funding of Universal Pre-Kindergarten programs and full day Kindergarten which would greatly increase this need, particularly in high-need urban areas such as Rochester.

The Draft Report on Teacher Preparation of November 3, 1999 prepared for the Office of the Provost by the Rockefeller Institute of Government reports that New York faces teacher shortages, particularly in urban areas. Turnover rates will increase dramatically in coming years due to the aging of the teaching workforce. Thirty-five percent of New York's more than 200 thousand teachers will retire within the next decade. SUNY, which accounts for about 40% of the Education degrees awarded in the state, must continue to produce quality teachers at all certification levels in order for the schools of New York to flourish. The turnover rate for Elementary teachers is about 7,000 per year. More than one third of those will be teachers at the K-2 levels.

6. Describe proposed arrangements for any required external clinical instruction, agency placement, practice teaching, internships, fieldwork, etc.

All clinical Placements for the Early Childhood Education Program will be coordinated through the Department of Education and Human Development's office of Clinical Experience. SUNY Brockport is in the unique and enviable position of having a nationally accredited Child Care Center on Campus in Cooper Hall, which will be the site of many of the Early Childhood classes. BCCC is committed to serving the candidates for their field experiences and observations (see Appendix for support letter). Candidates will also be placed in a variety of other area early childhood education and care settings. In addition, candidates will continue to be placed in kindergarten through second grade classrooms in school districts with which the Department currently collaborates.

7. *The University views as one of its highest priorities the facilitation of transfer for students from lower-division to upper-division study. Identify institutions with which articulation arrangements have been made or discussed, and describe the articulation of the program with the preceding and next appropriate level of instruction.*

The SUNY Brockport Department of Education and Human Development has made it a priority to recruit qualified transfer students from area community colleges. SUNY Brockport currently has an articulation agreement with Monroe Community College (MCC). MCC students wishing to apply to the current Elementary Education certification program at SUNY Brockport complete a General Studies-Elementary Education associate degree. Upon approval of the proposed SUNY Brockport Early Childhood and the revised Childhood certification programs discussions will be held with the appropriate faculty and administrators at MCC to realign the requirements for the associate degree with the new and/or revised certification programs.

Moreover, discussions specific to the proposed Early Childhood Certification program are underway with the Early Childhood and Human Services faculties at Monroe Community College in Rochester and Jamestown Community College in Jamestown. In addition, discussion will be initiated with Genesee Community College in Batavia. Formal meetings included the New York State Association of Early Childhood Teacher Educators held in Rochester in April 1999, and the SUNY Child Care and ASSET conference held in Saratoga Springs in May 1999. Consultations continue. Topics under discussion include general education requirements, cognate requirements, and certification program course of study. In addition, the use of portfolios, performance assessments, and other assessment strategies for awarding credit are being explored.

IV. Program Access and Support

1. *Describe the criteria for admission of students to the proposed program. Indicate the means by which the admissions process shall encourage the increased participation of persons from groups historically underrepresented in such programs.*

There will be a limited number of slots in the Early Childhood Program. Most candidates will be admitted into the program after completed 30 college credits and a separate application form available from the Department of Education and Human Development or the Admissions Office. As with the Childhood program the applicant must have a "cumulative GPA of 2.5 or better for entrance into the program. During periods of high program demand and low staffing not all qualified students may be accepted into the program" (SUNY Brockport Undergraduate Catalogue – page 194).

The Department of Education and Human Development at SUNY Brockport has a strong history of recruiting, retaining, and educating students from historically under-represented groups. The Teacher Opportunity Corps (TOC), now in its thirteenth year, serves an average of 40 such students per year. Since its inception TOC has graduated

over 80 certified teachers, most of whom are currently teachers in the Rochester City School District.

TOC students are recruited by the Director and Associate Director, other faculty in the department, contacts at Monroe Community College, and former TOC students now teaching. Its continual funding at a time of diminishing state resources is a testament to the success of the program.

2. Outline measures which will be taken to determine the capacity of a student to undertake the program. Describe the advisement and instructional support arrangements for students.

Candidates must maintain a cumulative GPA of 2.5 or better. In addition, candidates must successfully complete the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills-Written (ATSW) test. Moreover, program faculty and field experience site mentors will evaluate candidate progress throughout each phase of the program.

Early Childhood program faculty will collaborate with liberal arts and sciences major faculty to provide coherent, informed advisement for program candidates.

The proposed program will utilize the varied instructional support services offered at SUNY Brockport. These include Academic Computing Services, the Cultural Center for Student Services and Development, the International Education Program, the Student Learning Center, the Student Support Services Program, the Women's Center, and the Ronald C. McNair Baccalaureate Program.

V. Course of Study

1. Append a complete outline of the course of study, including requirements and credit hours, and indicate when and how often each course will be offered over the period of time required for program completion.

See Appendix A.

For existing courses, include a catalog description or a copy of the current catalog. For a new course, include a syllabus, noting pre-and co-requisites and the frequency with which the course will be offered. Identify the instructor(s) qualified to teach the new course.

See Appendix A.

2. *Append brief vitae of current faculty members who will implement the program, and/or describe the qualifications of the faculty to be hired. Indicate the faculty rank and whether the faculty is (will be) full-time or part-time.*

See Appendix B.

Qualifications for Early Childhood faculty to be hired

One current faculty member, Sue Novinger, will be reassigned from the current Elementary certification program to the proposed Early Childhood Certification program. During the first year of program implementation, this faculty member and one .5 adjunct will be responsible for teaching 15 credits of coursework for 20 to 25 candidates, as well as for supervision of field experiences. Beginning the second year of the program, and continuing thereafter, a second cohort of 20 to 25 candidates will be added, for a total of 40 to 50 candidates in the Early Childhood Certification program. A second full-time faculty member will then be necessary.

Required qualifications: Doctorate in Early Childhood Education, Child Development, or related area; minimum of three years experience working with children birth through age eight; commitment to working with diverse learners and their families; demonstrated potential for scholarship. Preferred qualifications: College teaching and supervision experience; experience working with diverse learners and their families; experience working in urban education and care settings; record of scholarship and acquisition of external funding.

If known, indicate the faculty member(s) qualified to teach each course described in the major option. Identify the program director or coordinator.

PSY 384 Developmental Psychology: Vasta, Shonk
Inquiry into Learning: Novinger, Sakshaug, Linn, Veronesi
Emergent Language and Literacy: Novinger, Linn, Begy, Smith
Integrated Early Childhood Curriculum I: Novinger
Integrated Early Childhood Curriculum II: Novinger
Early Childhood Seminar: Sociocultural Diversity/ Working with Families:
Novinger, Linn
Supporting Young Children's Language and Literacy Learning: Novinger, Begy,
Linn, Smith
Diverse Needs of Learners: Hathcock
Education in Society: Murray, Begy
Practicum in Early Childhood Education (Pre-Kindergarten/Kindergarten and
Grade 1/Grade 2): Novinger
Student Teaching Seminar: Novinger

Program Coordinator: Sue Novinger

3. *Describe the library resources presently available for use in the program and plans for making available additional library materials as needed.*

Following an audit of current holdings, Drake Memorial Library has committed \$7,534 for each of the next two years to strengthen the early childhood education, child study, preschool, kindergarten, and primary education collections (See Appendix C). Moreover, current holdings in language and literacy, language arts education, mathematics education, science education, social studies education, arts education, health and physical education, special education, educational history, educational theory, educational philosophy, diversity, and so on will support the Early Childhood Education program.

4. *For an internship or fieldwork experience, describe the duration of the experience, the responsibility and qualifications of the supervising personnel, and the course grading requirements.*

Extensive field experiences, offering candidates opportunities to interact with diverse learners in a variety of settings, are closely linked with coursework. Through their participation, candidates are provided with continuing opportunities to become skilled members of educational communities of practice. Candidates will complete at least one field experience with children in each of the following age groups: infant/toddler, preschool/kindergarten, and first/second grade. At least one semester of field experiences must be completed in a high needs setting, as defined in the New York State Department of Education regulations. At least one semester of field experiences must be completed in an inclusionary setting.

For all field experiences: field supervision will be provided by course instructors and site mentors. Course instructors are either full-time department faculty or adjuncts hired by the Department of Education and Human Development. Department adjuncts hold a minimum of a Masters degree, and are typically practicing or retired teachers and administrators, or retired SUNY Brockport faculty. Course grades are assigned by the course instructor, in consultation with the site mentors. The program coordinator, other Early Childhood faculty and the Director of Field Experiences coordinate the field experiences.

In the first semester of the early childhood teacher certification program, candidates will participate in field experiences linked to the Inquiry into Learning course. Candidates will complete 15-18 hours of field experiences over the course of a 15-week semester in settings such as private and public school classrooms, child care centers, preschools, Head Start programs, and after-school programs. The purpose of these field experiences is to provide candidates with opportunities to begin inquiry into learning and teaching processes and environments. Site mentors and course instructors support and facilitate candidates in these endeavors.

Candidates will complete a minimum of 45 hours of field experiences in both semesters two and three of the proposed program, for a total of at least 90 hours. These field experiences will be in settings to include public and private schools, childcare programs,

and other early childhood programs. These field experiences will be linked with the Early Childhood Curriculum courses, as well as other certification courses taken each semester. The purpose of these field experiences is to provide candidates with opportunities to develop understanding and expertise in the following strands of the program: universality and diversity in child development; understanding children's thinking in terms of individual and social construction of knowledge; inclusionary, multicultural, anti-bias perspectives; family, community, and school relationships; curriculum development and implementation, integration, teaching strategies, and adaptations; creating supportive classroom environments; assessment and evaluation; use of technology for learning and teaching; reflective practice; and professionalism. Site mentors will model best practices and provide support for candidates over the course of these field experiences. Faculty supervisors help candidates make connections between their field experiences and coursework, and provide support for both candidates and site mentors. Faculty supervisors and site mentors are responsible for jointly evaluating candidates' performance and learning.

Candidates will complete one semester of full-time student teaching experiences in settings such as public and private schools, child care programs, and other early childhood programs. Eight weeks will be completed in a Pre-Kindergarten or Kindergarten setting, while eight weeks will be completed in a first or second grade setting.

The purpose of student teaching is for candidates to further refine their skills and expertise as teachers of young children. The student teaching field experience is accompanied by a weekly professional development seminar. The purpose of the seminar is to provide ongoing support related to candidates' work in classrooms. Supervision and support will be provided by full-time and adjunct faculty, and on-site mentor teachers.

5. *Indicate provisions for granting credit for learning based on life and/or work experience.*

Students may earn credit for life experiences by registering for Credit by Exam and submitting the appropriate forms and a portfolio, which describes the experience/s and discusses the relationship of those experiences to the desired course/requirement with appropriate documentation. The portfolio is evaluated by an appropriate faculty member designated by the Department Chair; and, if acceptable, credit is granted.

VI. Program Quality Assurance

1. *How this program will be incorporated into the campus system for assuring continuing academic quality (e.g. NCATE and campus assessment plan.)*

Assuring continuing academic quality of the Early Childhood Program will be maintained in the following ways:

- A. The School of Professions has been designated as the Professional Education Unit for NCATE Accreditation. This designation is NCATE -required as the chosen governmental structure responsible for program supervision.
- B. The Professional Education Council, the Dean of Arts and Sciences, the Office of Graduate Studies, and all departments involved in teacher certification will be responsible for coordination and planning for appropriate instruction.
- C. The Unit Advisory Board, which will consist of community professionals representative of certifications offered by our various teacher education programs, will maintain discussion of relevant and local issues in education and will periodically report these issues to the professional Education Unit.

The campus assessment plan assures program quality through learning outcomes. Student learning outcomes will be assessed and data from various assessments will be reported in departmental, end-of-year annual reports to the Dean of the School of Professions.

2. Name of accrediting agency and timetable for process. Please explain your decision to seek or not to seek special accreditation.

Recently, The New York State Education Department (NYSED) issued mandates for the restructuring of teacher certification programs within institutions of higher education in the state. Their intent is to create an optimal, research-based learning environment for teacher candidates. The restructuring of our programs has, in fact, resulted in the development of the new program for which we now seek Faculty Senate approval.

Each institution of higher education in New York will be required to take over from the state the responsibility of granting teacher certification. Therefore, NYSED will require each teacher certification institution to be "accredited by a United States Department of Education-recognized teacher education program accrediting body." The only national organization recognized for teacher accreditation is the National Council for the Accreditation of Teacher Education (NCATE). Therefore, we have designed the proposed Early Childhood Certification program to meet the rigorous criteria of NCATE teacher program accreditation. The timetable for accreditation is attached as Appendix D.

VI. Costs and Resources

- 1. The form "Projected Expenditures for Proposed Program", should be completed and included in each copy of the proposal. Append any necessary narratives describing the source of funds, capital and other special needs.*

See Appendix E.

2. *For proposed programs that require the reallocation of existing campus resources, the campus should be prepared to provide a redeployment of resources plan.*

See Appendix E.

VII. Governance Approval

Approved by Undergraduate Curriculum Committee

April 8, 2000

Date

Approved (as amended) by Faculty Senate

May 1, 2000

Date

Amendment

The Faculty Senate approves this current proposal as a worthy academic enterprise, however, the Faculty Senate takes no position on allocation of lines to support the program.

Approved by College President

July 5, 2000

Date

*Appendices available at the
College Senate Office.*

Appendix A

Proposed Course of Study

Course of Study
Early Childhood (Birth-2nd grade) Certification Program

Conceptual Framework

- *Relationship between the Early Childhood Education Program (Birth-Second Grade) and the Childhood Education Program (First - Sixth grade)*

College students who plan to apply to either program may select from the same list of liberal arts and sciences majors.

Students are admitted to and progress through each certification program in cohort groups. A new cohort will be admitted to the Childhood program each semester. A new cohort will be admitted to the Early Childhood program each fall semester.

The two certification programs share a common first semester of coursework. Beginning the second semester of the program, the Early Childhood and Childhood programs diverge in order to allow in-depth preparation at each certification level (Birth-2nd grade and 1st grade through 6th grade). The programs will share a common organizational format, linking coursework and field experiences.

- *Teacher candidates will develop the skills and dispositions to support the learning and development of all children (B-2nd grade and 1st-6th grade).*

The programs share a strong commitment to the preparation of teachers who are knowledgeable about sociocultural and social demographic diversity, and with the needs of children with disabilities, and who are able to provide developmentally and culturally appropriate services to all of the children with whom they work.

- *The knowledge and skills needed to be an effective teacher are both individually and socially constructed.*

The learning opportunities offered within the teacher certification programs, as well as what candidates learn about teaching, are informed by this principle. Teacher candidates learn to create learning experiences and environments that support children's individual and joint inquiry and reflections as they engage in their own individual and joint inquiry and reflections.

- *Learning takes place through immersion in overlapping communities of professional practice.*

Extensive field experiences, offering candidates opportunities to interact with diverse learners in a variety of settings, are closely linked with coursework.

Through their participation, candidates are provided with continuing opportunities to become skilled members of educational communities of practice.

- *Breadth and depth of knowledge are critical for good teaching.*

Teacher candidates complete a major in a subject area taught in grades K-6. The General Education program provides opportunities for teacher candidates to develop breadth of knowledge and skills. Cognate requirements further support candidates' development of breadth and depth of knowledge.

- *Pedagogical concepts and skills are organized into continuous strands across the certification programs.*

The organization of curriculum content and learning experiences in the certification programs is grounded in the principle that learning occurs in a recurring, overlapping cycle that begins in awareness and moves to exploration, to inquiry, and finally, to utilization. These strands, then, are integrated throughout the programs, as teacher candidates are provided with multiple opportunities to revisit and elaborate on their knowledge, skills, and perspectives. Coursework will be inquiry-based, with a strong emphasis on reflection and self-assessment.

The following strands derive from the recommendations of the National Association for the Education of Young Children and the Division of Early Childhood of the Council for Exceptional Children (NAEYC, 1996), from the Commissioner's Regulations Relating to Standards for Approval of Teacher Education Programs (1999), and from the National Council of Teachers of Mathematics (NCTM, 1989).

- Universality and diversity in child development; whole child perspective
- Understanding children's thinking in terms of individual and social construction of knowledge
- Inclusionary, multi-cultural, anti-bias perspectives
- Family, community, and school relationships
- Curriculum development and implementation, integration, teaching strategies, and adaptations
- Creating supportive classroom environments
- Assessment and Evaluation
- Use of technology for learning and teaching
- Reflective practice
- Professionalism

Syllabi for New Courses

Phase 2: Preparation for Teaching / Certification Program

(* Courses common to both the Early Childhood and Childhood Education programs)

Semester 1

<u>Course Title</u>	<u>Credit Hours</u>
*PSH 384 Developmental Psychology	3
*Inquiry into Learning	3
Major and/or general education	9-12

Semester 2

<u>Course Title</u>	<u>Credit Hours</u>
*Emergent Language and Literacy	3
Integrated Early Childhood Curriculum I (Includes field experience)	6
Early Childhood Seminar: Sociocultural Diversity/ Working with Families	3
Major and/or general education	3-6

Semester 3

<u>Course Title</u>	<u>Credit Hours</u>
Supporting Young Children's Language and Literacy Learning	3
Integrated Early Childhood Curriculum II (Includes field experience)	6
*Diverse Needs of Learners	3
*Education in Society	3

Semester 4

<u>Course Title</u>	<u>Credit Hours</u>
Practicum in Early Childhood Education	12
Professional Development Seminar	1

Certification Program Total Credit Hours 46

Major

English – 36 crs

Health Science – 30 crs

History – 36 crs

Mathematics – 40 crs

Liberal Arts Cognates

ENL 482 Children's Literature – 3 crs
ENL 303 Intro to Lit. Analysis - 3 crs
(meets advan. writing for majors only)

HLS 3xxx Health, Well., Safety – 3 crs

American/NYS History elective – 3 crs

MTH 313 Math Elem. Tchrs. I – 3 crs
MTH 314 Math Elem. Tchrs. II – 3 crs

- One course in American History which includes New York State history
- F. Health Science – 3 cr
HLS 301 Health Behaviors and Wellness

CHART A Comparison of Present General Education Program and Courses in Liberal Arts Cognates Which Meet Those Requirements

<u>General Education - 44 crs</u>	<u>Liberal Arts Cognates</u>
GEP 100 Academic Planning Seminar – 1 cr	
QNT 111 Quantitative Skills - 3 crs	
ENL 112 College Composition – 3 crs	
Fine Arts – 6 crs	
Natural Science with Lab – 4 crs	NAS 273 Invest. In Nat. Sc. – 4 crs
Second Natural Science - 3 crs	Earth Science elective – 3 crs
Social Science – 6 crs	*American/NY State History – 3 crs
Humanities – 6 crs	
Computer Literacy – 3 crs	
Comparative Perspectives – 3 crs	
Contemporary Issues – 3 crs	
Perspectives on Women - 3 crs	

*Depending on choice of course, this Liberal Arts Cognate may meet a Humanities instead of a Social Science requirement.

CHART B Comparison of New General Education Program and Courses in Liberal Arts Cognates Which Meet Those Requirements

<u>General Education – 44+ crs</u>	<u>Liberal Arts Cognates</u>
Academic Planning Seminar – 1 cr	
MTH 111 College Mathematics – 3 cr	
ENL 112 College Composition – 3 cr	
Foreign Language – 3 or more crs	Foreign Language – 3 – 6 crs
Arts and Performances – 6 crs	
Humanities – 6 crs	
Natural Science – 7 crs	NAS 273 Invest. Phys. Sci. – 4 crs
	Earth Science elective – 3 crs
Social Science – 6 crs	American/NY State history – 3 crs
Perspectives on Women – 3 crs	
Contemporary Issues – 3 crs	
Computer Skills Assessment – 1 cr	
Mathematics Assessment – 1 cr	
Writing Assessment – 1 cr	

CHART C Majors and Liberal Arts Cognate Courses Which Meet Requirements in Those Majors

Phase 1: General Education, Major, Cognates

The complete course of study leading to a bachelor's degree and Early Childhood B-2 initial teacher certification consists of the General Education program of the College, an appropriate major, liberal arts cognates, and the Early Childhood Education certification program.

General Education. Students will be required to meet the General Education program in effect at the time of their acceptance to the College. As the College is in the process of registering a new General Education program, designed to meet the latest Regents' requirements, there will be a transition period where some students will be meeting requirements from the present General Education program and others from the new General Education program. The effect on both groups of students is shown in the Liberal Arts Cognates section.

Major. Students must complete an acceptable liberal arts major to be chosen from the following: African/Afro-American Studies, Anthropology, Arts for Children, Biological Science, Chemistry, Communication Studies, Earth Science, English, French, Geology, Health Science, History, Mathematics, Meteorology, Philosophy, Physics, Political Science, Psychology, Sociology, and Spanish.

Liberal Arts Cognates. The new State Education Department (SED) Standards for Preparing Classroom Teachers requires that students seeking initial certification in Early Childhood B-2 complete content requirements which prepare teachers to teach to the new Learning Standards K-12. Required courses in areas of the General Education program, supplemented by the Liberal Arts Cognate courses, will prepare our students to meet these SED requirements. In actuality, some of the courses will do "double duty," meeting both College General Education and Liberal Arts Cognate requirements (see Charts A and B below). Depending on the choice of major, some courses may also meet major and Liberal Arts Cognate requirements (See Chart C below).

The following is the complete list of required Liberal Arts Cognates (28-34 crs.):

A. Foreign Language – 3-6 crs

The minimum level language course to fulfill this requirement is a second semester beginning level course or its equivalent. (Sign Language is acceptable.)

B. English – 6 crs

ENL 482 Children's Literature

One advanced writing course

C. Mathematics – 6 crs

MTH 313 Mathematics for Elementary Teachers I

MTH 314 Mathematics for Elementary Teachers II

D. Natural Science – 7 crs

NAS 273 Investigations in the Physical Sciences

One Earth Science elective at beginning level

E. Social Science – 6 crs

ESC 102 Elements of Geography

Inquiry into Learning (3 hrs., fall and spring, Early Childhood and Childhood Certification programs)

13.

Course Description

In this course students will explore current theories of learning. They will explore how they and others learn and examine the implications for school learning experiences. How one learns will be tied to how we teach and assess understanding, including meeting the diverse needs of all learners in both areas. (Field component)

Prerequisite: Acceptance in Early Childhood or Childhood Program.

15.

Course Objectives:

Students will:

- A. examine current theories of learning
- B. construct an understanding of how people learn
- C. examine the implications of current learning theories for school learning experiences
- D. develop teaching strategies that are cohesive with how people learn
- E. develop assessments that reflect their understanding of how people learn

Course Topics:

- A. Overview of current learning theories
- B. Exploration of the range of learning styles exhibited in the class
- C. Research on learning
- D. Research-based teaching methods that reflect what we know about how people learn
- E. Assessment that reflects learning theories

Methods of Assessment:

- A. Participation in class discussions and learning engagements
- B. Written projects
- C. Individual or group presentations
- D. Field experience assessment done by field coordinator
- E. Examinations

Materials

Duckworth, E. (1996). The having of wonderful ideas. (2nd ed.). New York: Teachers College Press.

Additional work required of graduate students if this is a 'swing-course'

No additional work required. All students enrolled in this course are pre-certification students.

Emergent Language and Literacy (3 hrs., fall and spring, Early Childhood and Childhood Certification programs)

13.

Course Description

Universality and diversity in the development of oral and written language. Emphasis on constructivist, sociocultural, and sociopsycholinguistic perspectives. Examination of language processes, strategies, and materials for supporting all young children's oral and written language development. Examination of national and state standards for literacy learning; exploration of authentic assessment strategies.

Pre-requisite: Inquiry into Learning. Co-requisite: ECE Curriculum I or The Learner in Mathematics, Science and Social Studies I.

15.

Objectives

Students will

- A. examine major theories of language acquisition and development, with an emphasis on sociopsycholinguistic theory.
- B. construct understanding of the cognitive, social, and cultural bases for language and literacy development.
- C. construct understandings of listening, speaking, reading, and writing processes by reading, writing, and reflecting on one's own language and literacy.
- D. construct understanding regarding cultural diversity, dialect variation, and second-language learning, including implications for instruction and learning environments.
- E. develop skills necessary for analyzing and assessing young children's oral and written language.
- F. become familiar with theoretical perspectives that support the major methods of supporting young children's language and literacy learning.
- G. examine and practice instructional strategies for facilitating language and literacy development and learning.

Outline of Course

- A. Overview of theories of language development
- B. Oral language acquisition and development: functions of language, conditions of language learning, socio-cultural contexts of language learning, cognitive and social bases of language learning, the role of play in language learning, dialect variation and second language learning, linguistic and communicative competence, language and power
- C. Literacy development: cognitive, social, and cultural bases of literacy development; children's construction of written language; emergent reading and writing

-
- D. Theoretical bases and strategies for facilitating language and literacy learning and development

Methods of Assessing Student Performance

- A. Written projects such as oral language analysis, written language analysis, reading assessment, responses to readings
- B. Individual or group presentations
- C. Participation in class discussions and learning engagements
- D. Examinations

Materials

Morrow, L.M. (1997). Literacy development in the early years. (3d. ed.). Boston: Allyn & Bacon.

Temple, C., Nathan, R., Temple, F., & Burris, N. (1993). The beginning of writing (3rd ed.). Boston: Allyn & Bacon.

Wilde, S. (1997). What's a schwa sound anyway? A holistic guide to phonetics, phonics, and spelling. Portsmouth, NH: Heinemann.

Other articles as assigned by instructor.

Additional work required of graduate students if this is a 'swing-course'

No additional work required. All students enrolled in this course are pre-certification students.

Integrated Early Childhood Curriculum I (6 hrs., spring)

13.

Course Description

Candidates will explore strategies for supporting the learning and growth of all young children across developmental domains and curricular areas, birth through grade two. Topics to be explored include creating integrated, inquiry-based, anti-bias curricula and learning environments; understanding children's mathematical, scientific, social, and artistic thinking and development; strategies for assessment; and meaningful integration of technology across the curriculum.

Extensive field experiences with infants, toddlers, and preschool children are an integral part of this course. Pre-requisite: Inquiry into Learning. Co-Requisite: Emergent Language and Literacy.

15.

Objectives

Students will

- A. explore strategies for supporting the growth and development of infants and toddlers: environments, materials, and interactions.
- B. explore integrated, inquiry-based, anti-bias, multi-cultural, permeable early childhood curriculum models.
- C. engage in exploration of concepts in mathematics, science, social studies, health, and the arts.
- D. construct understanding of how young children think about mathematics, science, social studies, health, and the arts.
- E. examine national and state standards/guidelines for content, process, and practice.
- F. examine ways of planning meaningful learning experiences, including strategies to support young children's construction of understandings in mathematics, science, social studies, health, and the arts.
- G. construct understanding and engage in critique of developmentally appropriate practice.
- H. examine authentic assessment and evaluation strategies, considering how assessment is related to curriculum and instruction.
- I. construct understanding regarding cultural diversity and special needs, including implications for instruction and learning environments.
- J. explore the meaningful use of technology for teaching and learning.
- K. examine ways of creating and sustaining supportive learning environments.

Outline of Course

Rather than moving in a linear fashion from one topic to the next, the objectives outlined in the preceding section will be threads that run throughout the course. For example, the meaningful use of technology for teaching and learning will be examined as candidates explore ways of supporting young children's learning in each of the curriculum areas.

Methods of Assessing Student Performance

- A. Written projects such as lesson plans, classroom observations and analyses, case studies of children's thinking and learning
- B. Field experience participation
- C. Individual or group presentations
- D. Participation in class discussions and learning engagements
- E. Examinations

Materials (used in both Integrated Early Childhood Curriculum I and II)

Bredekamp, S. & Copple, C. (Eds.). (1997). Developmentally appropriate practice in early childhood programs. Washington D.C.: National Association for the Education of Young Children.

Mallory, B. & New, R. (1994). Diversity and developmentally appropriate practices: Challenges for early childhood education. New York: Teachers College Press.

Lind, K. (2000). Exploring science in early childhood education. Albany, NY: Delmar.

Mardell, B. (1999). From basketball to the Beatles: In search of compelling early childhood curriculum. Portsmouth, NH: Heinemann.

Smith, S. (1997). Early childhood mathematics. Boston: Allyn and Bacon.

To be selected: appropriate texts and/or articles addressing early childhood health education and social studies education.

Additional work required of graduate students if this is a 'swing-course'

No additional work required. All students enrolled in this course are pre-certification students.

Early Childhood Seminar: Sociocultural Diversity/Working with Families and Communities (3 hrs., spring)

1.

Course Description

Exploration of how individuals, families, communities, and institutions are socioculturally situated. Examination of family systems and processes, as well as ways of equitably and meaningfully working with diverse families and community members. Examination of possible causes, indicators, and outcomes of child abuse and neglect, including the role of educators in identifying and reporting suspected abuse and neglect. Pre-requisite: Inquiry into Learning

15.

Objectives

Candidates will

- A. Examine how self is socioculturally situated.
- B. Examine how diverse children and families are socioculturally situated, including implications for interactions and educational experiences.
- C. Construct understanding of family systems and processes.
- D. Explore ways of working with diverse families, including involvement, collaboration, communication, and parent education.
- E. Examine possible causes, indicators, and outcomes of child abuse and neglect, including the role of educators in identifying and reporting suspected abuse and neglect.
- G. Develop the knowledge and skills to be able to draw on community resources for working with children and families.

Outline of Course

- A. Examination of how self is socioculturally situated
- B. Examination of how diverse children and families are socioculturally situated; implication for interactions and educational experiences
- C. Family systems and processes
- D. Working with diverse families: involvement, collaboration, communication, parent education
- E. Child abuse and neglect
- G. Drawing on community resources for working with children and families

Methods of Assessing Student Performance

- A. Written projects such as family systems analyses, inquiry projects related to course topics, interviews with diverse families and community members, and family involvement plans
- B. Individual or group presentations
- C. Participation in class discussions and learning engagements
- D. Examinations

Materials

Hildebrand, V., Phenice, L., Gray, M., & Hines, R. (1996). Knowing and serving diverse families. Englewood Cliffs, NJ : Merrill.

Ramsey, P. (1998). Teaching and learning in a diverse world. New York: Teachers College Press.

Additional work required of graduate students if this is a 'swing-course'

No additional work required. All students enrolled in this course are pre-certification students.

Supporting Young Children's Language and Literacy Learning (3 hrs., fall)

13.

Course Description

Continued opportunities to develop and refine understandings of language and literacy processes. Topics include strategies for teaching language and literacy through inquiry-based, anti-bias curriculum; examination of national and state language arts standards; understanding and meeting the needs of diverse language and literacy learners; uses of a variety of assessment strategies; technology in language and literacy learning.

Prerequisite: Emergent Language and Literacy. Co-requisite: Integrated Early Childhood Curriculum II.

15.

Objectives

Students will

- A. Refine and apply understanding of dialect, language variation, English as a second language, and exceptionality to working with diverse learners.
- B. Examine national and state standards and guidelines for content, process, and practice in the language arts.
- C. Continue to develop and refine skill in planning meaningful learning experiences and developing strategies to support young children's oral and written language development; analysis of materials.
- D. Develop and refine skill in planning and implementing inquiry-based, integrated curriculum that is anti-bias and multi-cultural (in conjunction with Integrated Early Childhood Curriculum II).
- E. Develop and refine knowledge of state and authentic classroom assessments; understand the relationship of assessment to curriculum and instruction.
- F. Explore and use technology for language and literacy teaching and learning.
- G. Examine and practice strategies for creating and sustaining supportive learning environments.

Outline of Course

- A. Inquiry-based, anti-bias, multi-cultural curriculum
- B. Strategies for supporting children's reading learning and development: assessment, teaching and learning strategies, meeting needs of diverse learners, meaningful use of technology
- C. Strategies for supporting children's writing learning and development: assessment, teaching and learning strategies, meeting needs of diverse learners, meaningful use of technology
- D. Creating and sustaining supportive literacy learning environments

Methods of Assessing Student Performance

- A. Participation in class discussions and learning engagements

- B. Written projects such as lesson plans, analysis of curricular materials, case studies, responses to readings
- C. Individual or group presentations
- D. Examinations

Materials

Goodman, Y., Watson, D., & Burke, C. (1987). *Reading miscue inventory*. New York: Richard C. Owen.

National Council of Teachers of English Standards for the Language Arts

New York State English Language Arts Standards

Short, K., Harste, J., & Burke, C. (1996). *Creating classrooms for authors and inquirers* (2nd ed.). Portsmouth, NH: Heinemann.

Additional work required of graduate students if this is a 'swing-course'

No additional work required. All students enrolled in this course are pre-certification students.

Integrated Early Childhood Curriculum II (6 hrs., fall)

13.

Course Description

A continuation of Integrated Early Childhood Curriculum I. Candidates will continue to explore and refine their understanding of strategies for supporting the learning and growth of all young children across developmental domains and curricular areas. Topics to be explored in greater depth include creating integrated, inquiry-based, anti-bias curricula and learning environments; understanding children's mathematical, scientific, social, and artistic thinking and development; strategies for assessment; and meaningful integration of technology across the curriculum.

Extensive field experiences with children in Kindergarten and/or 1st or 2nd grades are an integral part of this course. Pre-requisite: Integrated Early Childhood Curriculum I. Co-Requisite: Supporting Young Children's Language and Literacy Learning.

15.

Objectives

Students will

- A. explore and refine strategies for supporting the growth and development of infants and toddlers: environments, materials, and interactions.
- B. explore and refine understanding of integrated, inquiry-based, anti-bias, multi-cultural, permeable early childhood curriculum models.
- C. continue to engage in exploration of concepts in mathematics, science, social studies, health, and the arts.
- D. refine understanding of how young children think about mathematics, science, social studies, health, and the arts.
- E. apply national and state standards/guidelines for content, process, and practice
- F. examine and refine ways of planning meaningful learning experiences, including strategies to support young children's construction of understandings in mathematics, science, social studies, health, and the arts.
- G. construct and refine understanding and engage in critique of developmentally appropriate practice.
- H. use authentic assessment and evaluation strategies, considering how assessment is related to curriculum and instruction; examine the nature and use of standardized assessments in early childhood education.
- I. construct and refine understanding regarding cultural diversity and special needs, including implications for instruction and learning environments.
- J. use technology in meaningful ways for teaching and learning.
- K. refine understanding of how to create and sustain supportive learning environments.

Outline of Course

Rather than moving in a linear fashion from one topic to the next, the objectives outlined in the preceding section will be threads that run throughout the course. For example, the

meaningful use of technology for teaching and learning will be examined as candidates explore ways of supporting young children's learning in each of the curriculum areas.

Methods of Assessing Student Performance

- A. Participation in class discussions and learning engagements
- B. Written projects such as authentic assessment plans, analyses of state assessments, analysis of one's own teaching
- C. Individual or group presentations
- D. Examinations

Materials

Continued use of texts for Early Childhood Curriculum I

New York State Standards for elementary mathematics, science, social studies, health, and the arts

National standards for elementary mathematics, science, social studies, health, and the arts

Cannella, G. (1997). Deconstructing early childhood education: Social justice and revolution. New York: Peter Lang.

Jalongo, M. & Stamp, L. (1997). The arts in children's lives: Aesthetic education in early childhood. Boston: Allyn and Bacon.

McAfee, O. & Leong, D. (1997). Assessing and guiding young children's development and learning. Boston: Allyn and Bacon.

Additional work required of graduate students if this is a 'swing-course'

No additional work required. All students enrolled in this course are pre-certification students.

Practicum in Early Childhood Education (12 hrs., spring)

13.

Course Description

Full-time mentored teaching experiences in early childhood classrooms and settings. The semester will be divided into two placements: one in Prekindergarten or Kindergarten, the other in 1st or 2nd grade. Pre-requisites: Supporting Young Children's Language and Literacy Learning, Integrated Early Childhood Curriculum II, Early Childhood Seminar, Needs of Diverse Learners. Co-requisite: Professional Development Seminar

15.

Objectives

The practicum enables candidates to:

- A. interact with parents through parent/teacher conferences, phone calls or written communiqués, Parents' Night Programs, special events, etc.
- B. utilize and demonstrate a variety of classroom management strategies that can be overtly observed.
- C. participate in faculty meetings, grade level or department meetings, school-based management meetings, conferences, workshops, superintendent conference days, PTA meetings, etc. as offered.
- D. become familiar with program and/or school policies, practices, and personnel.
- E. demonstrate awareness of the needs, abilities, interests, and characteristics of diverse children.
- F. design and implement meaningful learning experiences appropriate for all children.
- G. become socialized into the teaching profession through joining a community of professional practice.

Outline of Course

The Practicum is supported by a professional development seminar.

The cooperating teacher observes and works with the student teacher on a regular basis in developing and implementing lessons and learning experiences. The faculty supervisor observes the student teacher a minimum of two times in each experience and conferences with the student teacher and cooperating teacher on a regular basis. The cooperating teacher and faculty supervisor each complete a Student Teaching Progress Report. A copy of the Student Teaching Progress Report is in the Student Teaching Handbook.

The Practicum is graded on a Satisfactory/Unsatisfactory (S/U) basis. The student teacher must complete both assignments at a satisfactory level. The faculty supervisor in consultation with the cooperating teacher is responsible for assigning the final grade.

If a student teacher is not performing at a satisfactory level, specific evidence of the problem(s) and area(s) of concern must be shared both verbally and in writing. Suggestions for improvement and adequate time must be provided for remediation. The

"Termination and Continuation Policy for Student Teachers" explains options in detail. The faculty supervisor in consultation with the cooperating teacher and faculty and administrators from the Department of Education and Human Development will determine satisfactory or unsatisfactory status.

Materials

SUNY Brockport Student Teaching Handbook

Additional work required of graduate students if this is a 'swing-course'

No additional work required. All students enrolled in this course are pre-certification students.

Professional Development Seminar (1 hr., spring)

13. Course Description

Ongoing support related to candidates' work in early childhood classrooms. Will include topics such as, but not limited to assessment, curriculum planning and implementation, and creating and sustaining supportive classroom environments, certification, and job search strategies. Co-requisite: Practicum in Early Childhood Education.

Objectives

This course is designed to enable candidates to:

- A. establish goals for themselves in terms of their work as teachers.
- B. reflect on children's learning and their teaching experiences.
- C. acquire new knowledge needed to plan and implement learning experiences.
- D. link previously learned theory and methodology to classroom experiences.
- E. implement a plan for creating and sustaining a supportive learning community.
- F. design learning experiences based on the NY State Standards for Teaching and Learning and national standards established by professional organizations.
- G. effectively teach a diverse groups of students.
- H. design and implement varied assessments of children's learning.
- I. explore a variety of teaching strategies.
- J. develop strategies for communicating and collaborating with parents.
- K. develop a teaching portfolio.
- L. prepare themselves for the job search process.

Outline of Course

The major topics to be considered are:

- A. Child Abuse
- B. Creating and sustaining supportive learning environments
- C. Portfolio/Assessment
- D. Multiple ways of knowing
- E. Planning and Implementing learning experiences
- F. Student Expectations/Self Esteem/Positive Reinforcement
- G. Sociocultural Diversity
- H. Collaborative Learning
- I. NY State Standards for Teaching and Learning, National standards for Teaching and Learning
- J. Communication and Collaboration with Parents
- K. Certification Process
- L. Job Search Process (credential files/interviewing/resumes)
- M. Portfolios for Student Teachers

Methods of Assessing Student Performance

Weekly goal sheets, journal reflections, active participation in seminar discussions, reports of classroom observations, portfolio assessment. The Seminar is graded on a Satisfactory/Unsatisfactory (S/U) basis: An acceptable level of completion of all activities is expected.

Materials

SUNY Brockport Student Teaching Handbook

Articles relevant to topics under discussion, selected by instructor

Additional work required of graduate students if this is a 'swing-course'

No additional work required. All students enrolled in this course are pre-certification students.

Course Descriptions for Existing Courses Part of the Proposed Early Childhood
Certification Program

PSH 384 Developmental Psychology (3 hrs., fall, spring)

Prerequisite: A general psychology course (PSH 110 or 112 recommended).
Studies human growth and development from conception to adolescence.
Includes topics such as mechanisms of development; theories of development;
genetic and prenatal factors; and physical, intellectual, emotional and social
development.

EDI 325 Diverse Needs of Learners (formerly EDI 325 Understanding the Exceptional
Learner. Title change only.) (3 hrs., fall, spring)

Provides an overview of the social, educational, and personal implications of
human exceptionality in today's world. Examines issues and concerns related to
the identification, instruction, and evaluation of individuals with specific
disabilities, as well as extraordinary gifts or talents. Emphasizes the role and
responsibilities of teachers to maximize individual growth for learners with
atypical characteristics or needs.

EDI 4XX Education in Society (formerly EDI 320 Self, School and Society) (3 hrs.,
fall, spring)

Prerequisite: Admission to the program. Focuses on social, cultural, historical,
and philosophical foundations of education; changing roles of teachers within
contexts of contemporary schools and other programs serving children.

Appendix B

Brief Vitae of Current Faculty Members

Begy, Gerald L., Ph.D.
Associate Professor of Education
Appointed 1973

1. Academic Degrees

B.A.	St. Bernard's College	1966	Philosophy and Classics
Ed. M	University of Rochester	1971	Reading
Ph.D.	University of Minnesota	1973	Reading
Post Doctoral Diploma	Gestalt Institute of Psychotherapy	1986	

2. Professional Experiences

1973- present	SUNY College at Brockport
1975-76	Clinical Professor in Residence at the American School in Rio de Janeiro
1971-73	Demonstration Teacher with the Minneapolis Public Schools
1969-71	Instructor in Educational Psychology, Un. Of Minnesota
1968-69	Reading Teacher at East High School, Rochester New York
1966-68	Remedial Reading Teacher, grades K-6
	Fifth Grade Teacher, Geneva New York

3. Faculty and Administrative Load (1997-98)

Fall Semester, 1997

EDI 405/505	Literacy I	3 credits
EDI 320	Self, School and Society	3 credits
EDI 630	Problems in Teaching Reading	3 credits
EDI 798	Adv. Sem. In Reading Instruction	6 credits

Spring Semester, 1998

EDI 405/505	Literacy I	3 credits
EDI 320	Self, School and Society	3 credits
EDI 732	Reading: Clinical Diagnosis	3 credits
EDI 798	Adv. Sem. In Reading Instruction	6 credits

Summer, 1998

EDI 631	Foundations of Whole Language	3 credits
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Other Collegiate Assignments, 1997-98

Chaired Search Committee for the Department Chair, 1997
Chaired Search Committee for Early Childhood position, 1998
Faculty Advisor for the Gay, Lesbian, Bisexual Students and Friends Group
Member of the Departmental Graduate Policies Committee
Member of the Departmental Personnel Committee
Library Coordinator
Board Member of the Student Support Services
Board Member of the Rochester Teacher Center

4. Current Professional and Academic Association Memberships

International Reading Association
Organization of Teachers of Reading

4. Presentation:

DANA HATHCOCK
2451 Northwest Circle N.W.
Albuquerque, New Mexico 87104
(505) 246-9526

ACADEMIC TRAINING:

UNIVERSITY OF NEW MEXICO

DOCTOR OF PHILOSOPHY DEGREE: Pursuing (Dec., 1997)

Major: Special Education emphasis Twice Exceptional - programs for students who are gifted and have another disability, such as learning disabilities or behavior disorders

Supporting Area: Research and Assessment

Dissertation Title: "Social Competence and Learning Disabilities as Perceived by Young Adults: A qualitative Research Design"

UNIVERSITY OF NORTH TEXAS

MASTERS OF EDUCATION DEGREE: May, 1989

Major: Special Education emphasis Educational Diagnostics

UNIVERSITY OF CENTRAL OKLAHOMA

BACHELORS OF SCIENCE DEGREE, December, 1979

Major: Special Education emphasis Mental Retardation and Learning Disabilities

CERTIFICATIONS:

New Mexico Special Education Certificate (400)

New Mexico Educational Diagnostician Certificate (900)

Texas Generic Special Education Certificate

Texas Professional Educational Diagnostician Certificate

PROFESSIONAL EMPLOYMENT:

1997-1998

UNIVERSITY OF NEW MEXICO, COLLEGE OF EDUCATION

Graduate assistant for the UNM/APS Partnership Program

Administration:

Responsibilities:

- administering a clearinghouse at UNM for the partnership program
- reorganizing and expanding the administrative notebook for the program
- creating a notebook of seminar materials
- editor of a newsletter for first year special education teachers in two school districts
- managing the program library
- ordering and picking up supplies
- attending program meetings, taking notes, addressing needs

Teaching Assistant for the Special Education Department

Instruction: Teaching a graduate level methods and materials course for special educators

1994-1997

UNIVERSITY OF NEW MEXICO, COLLEGE OF EDUCATION,

TEACHER EXCHANGE PROGRAM (UNM/APS PARTNERSHIP)

Clinical Supervisor in special education:

Supervision: Undergraduate pre-student teachers and student teachers

Supervision and Program Development: Graduate level interns (a program allowing persons with degrees in other fields to become certified in special education and to receive a master's degree)

Responsibilities:

- assisting interns in program development, including behavior plan, curriculum,

199

environment, and methods and materials acquisition
 •consultation throughout the year on parent and faculty collaboration, IEP's, and parent conferences
 •classroom demonstrations of teaching strategies
 •moral support
 •mediation/collaboration with interns, school administrators, and/or UNM administrators when problem-solving became necessary

Instruction: Teaching undergraduate and graduate classes in special education, making presentations to teachers in the First Year Induction (FYI) program, making presentations of social skills for student teacher inservices

School Evaluation: Special Education representative on two teams which evaluated APS schools

Co-editor: Intern newsletter

1989-1994	CHAPARRAL ELEMENTARY, ALBUQUERQUE, NEW MEXICO
1993-1994	Special Education Department Co-Chairperson
	Teacher: C/D combination, cross categorical, grades 4-5
1992-1993	Teacher C/D combination, cross categorical, grades 1-3
1990-1992	Teacher D level, cross categorical, grades K-2
1989-1990	Teacher D level side by side, Educable to Severe and Profound Intellectually Disabled
1990-1993	INTUITIONS, ALBUQUERQUE, NEW MEXICO
	Business Ownership and Management
1986-1989	NIMITZ HIGH SCHOOL, IRVING TEXAS
	Teacher Resource Room, Cross-categorical, Multi-level 9-12 grades, English, Reading and Life-Skills
1985-1986	TAYLOR MIDDLE SCHOOL, ALBUQUERQUE NEW MEXICO
	Teacher D level Behavior Disorders, 6-8 Grades
1980-1985	ADAMS MIDDLE SCHOOL, ALBUQUERQUE, NEW MEXICO
	Teacher B level cross - categorical, 6-8 grades
1980-1986	INDIVIDUALIZED TUTORING, ALBUQUERQUE, NEW MEXICO
	Elementary to Adult ages, Various disabilities, various subjects
1979-1980	EISENHOWER MIDDLE SCHOOL, OKLAHOMA CITY, OKLAHOMA
	Teacher, Multi level, Learning Disabilities, 6-8 grades
1980	EDMOND ASSOCIATION FOR RETARDED CITIZENS, EDMOND, OKLAHOMA
	Teacher, Activity Director, Bus Driver, Trainable to Severe and Profound Intellectually Disabled

PROFESSIONAL EXPERIENCE:

1997	CLASSROOM TEACHING SKILLS
	Attended a six week workshop course on university level teaching strategies.
1997	CONFERENCE PRESENTATION
	Presented at the New Mexico Federation of The Council for Exceptional Children Conference: skills/strategies to help gifted students "stay ahead of the game".

- 1997, 1996 LIMITED ENGLISH PROFICIENCY TRAINING**
Participated in fourteen contact hours of training in LEP strategies;
Attended an intensive two day training session on LEP strategies.
- 1996 SUMMER INSTITUTE INSTRUCTION**
Co-taught a make-it-take reading course for the APS Summer Institute.
- 1996 STRATEGY TRAINING FOR STUDENTS WITH BEHAVIOR DISORDERS**
Attended two separate training sessions on working with "tough kids".
- 1996 ENHANCED LEARNING METHODS SEMINAR**
Attended a two day seminar on methods to enhance learning including the use of metacognition, learning styles, and multiple intelligences.
- 1995-1996 CURRICULUM DEVELOPMENT**
Co-authored a one year Communication Skills course for high school students who are gifted/disabled. Plans to publish are pending.
- 1995 GRANT WRITING**
Assisted with a grant written for distance special education.
- 1995 SUPERVISION AND LEADERSHIP TRAINING**
Attended an intensive three day training session on supervision techniques.
- 1994-1995 STUDENT SERVICES TEAM**
Served as a team member in the assurance of the offering of appropriate student services. Served on the Placement Committee.
- 1987-1989 SCHOOL INFORMATION TEAM**
Served as the Special Education Representative in the development of a School Information Team at Nimitz High School and served on the team.

AWARDS:

- 1997-1998** Graduate Assistantship; Teaching Assistantship; Tuition Waiver
1994-1997 Clinical Supervisor Tuition Waiver Recipient
1989 Outstanding Performance Rating, Texas
1989 Merit Pay Recipient, Texas
1988-1989 Grant Recipient for Master's Degree
1988 Superior Performance Rating, Texas
1988 Merit Pay Recipient, Texas
1978 President's Honor Roll
1977-1979 Dean's Honor Roll

PROFESSIONAL ORGANIZATIONS AND ACTIVITIES:

- 1994-present** Council for Exceptional Children; state convention participant; Council for Learning Disabilities; national convention participant; The Association for Gifted; state convention presenter
- 1997** Orton Dyslexic Society; southwest branch conference participant
- 1997** Council for Learning Disabilities; committee member for 1998 national conference
- 1997** Council of Teachers of Mathematics
- 1992-1995** Special Olympics - assistant to team coach
- 1975-1980** Council for Exceptional Children; state convention participant, volunteer for parent night out program; Council for Learning Disabilities
- 1978, 1984** Special Olympics - state volunteer, fund raiser volunteer

Jeffrey B. Linn
270 Faculty Office Building
SUNY College at Brockport
Brockport, NY 14420
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email-JLinn@po.brockport.edu

Education

- Ph.D. Penn State University, University Park, PA, 1989
Major: Curriculum and Instruction with an emphasis in Reading, Communication, and Language Education, and a minor in Supervision.
Dissertation Title: "The Development of a Valid Scale to Measure Attitudes Towards Writing."
- M. Ed. Millersville University, Millersville, PA, 1983
Major: Elementary Education, with Reading Specialist and Reading Supervisor Certification
- B.S. Ed. Bloomsburg University, Bloomsburg, PA, 1976
Major: Elementary Education, with a minor in History

Work History

- 1989-Present
SUNY College at Brockport, Brockport, NY; Associate Professor of Education; Teaching Methods of Reading and Language Arts, Models of Teaching, Multicultural Perspectives in Education, Dimensions/Applications of Teaching Social Studies through Language Arts, Foundations of Elementary Curriculum, Director of School #17/Brockport Practice School Partnership.
- 1986-1989
Penn State University, University Park, PA, College of Education; Director of Elementary Methods Block. Taught Methods of Elementary Reading/Supervisor of Practicum Student Teachers.
- 1985-1986
Penn State University, University Park, PA, College of Education. Taught Methods of Elementary Reading and Teaching Reading to Special Needs Children/Supervisor of Practicum Student Teachers
- 1984-1985
Cornwall-Lebanon Middle and High Schools, Evergreen Rd., Lebanon, PA
Reading/Learning Specialist, Grades 6-9
Classroom Teacher, Grade 9/10 - Language Arts

(Work History, cont.)

1983

Millersville University, Millersville, PA 17815
Acting Director-Center for Academic Development
Head of Reading Center Peer Tutoring Services
Supervisor Millersville Reading Clinic (1983-1986)

1982-1983

Eastern Lebanon School District, Myerstown RD #1, Myerstown, PA
Sixth Grade Classroom Teacher

1981-1982

Lebanon School District, 1000 S. Eighth St., Lebanon, PA
Substitute Teacher-All subjects/grade levels
District Tutor-Homebound Program-Reading

1977-1980

Lebanon School District, 1000 S. Eighth St., Lebanon, PA
Northwest and Harding Elementary Schools
Elementary Reading Teacher-grades 3-6

1976

Claremont Nursery School, Claremont Ave., Berkeley, CA
Nursery School Teacher

Certification

Elementary Instructional I (PA) - 10/76

Reading Specialist (PA) - 10/83

Reading Supervisor (PA) - 8/85

Conference Presentations, Seminars and Papers

1999 "Sustaining School University Partnerships: Strategies for Renewal and Growth."
Association of Teacher Educators National Conference, Chicago, Ill. (co-presenter)

1998 "Matching Teaching Practices and Beliefs with the New York State Standards: A Model for
Change." New York State Council of Social Studies Convention, Rochester, New York.

1998 "Add Variety to your Teaching: Role Play". Ninth International Conference on College
Teaching and Learning, Jacksonville, Florida. (co-presenter)

1998 "School/University Partnerships: Impact on Teaching and Learning." Voices from the Field:
Impact of School Partnerships (co-presenter) Conference, Flagstaff, Arizona.

(Conferences continued)

1996 "Creating Connections to Urban Education." New York State Association of Teacher Education. Syracuse, N.Y. (co-presenter)

1996 "Preparing and Retaining Successful Minority Teachers: Eight Years of Lessons Learned." American Association of Colleges for Teacher Education. Chicago, Ill. (co-presenter)

1995 "Developing Vocabulary with Students: Research and Practice." International Reading Association Conference. Anaheim, Ca.

1995 "Urban Teacher Preparation: Redesigning Programs to meet State Needs". The New York State Association of Colleges for Teacher Education Albany, New York.

1995 "Faculty Recognition, Financing, and Staffing Professional Development Schools: Promises and Problems." American Association of Colleges for Teacher Education. Washington, D.C. (co-presenter)

1995 "Working Together: Implementing a Collaborative Teacher Education Program." Association of Teacher Educators Conference. Detroit, MI.

1994 "Challenging Students to Think About Diversity: Two Models of Teaching." National Association for Multicultural Education Conference. Detroit, MI. (co-presenter)

1994 "Content Area Reading, Writing, and Thinking for the Elementary Grades, Strategies that Work," International Reading Association Conference. Toronto, Canada.

1993 "Stages of Development for Professional Practice Schools: Six Models," New York State Association of Teacher Educators. Syracuse, N.Y. (co-presenter)

1993 "Brockport's TOC Program." National Association for Multicultural Education Conference. Los Angeles, CA. (co-presenter)

1993 "Moving Towards Multicultural Reality. The Change Process in a Multicultural Environment." Enhancing the Quality of Teaching in Colleges and Universities. Charlestown, SC. (co-presenter)

1993 "Creating a Quality Pool of Minority Teacher Education Candidates," Association of Teacher Educators Conference. Los Angeles, CA. (co-presenter)

1992 "Push in, Pull Out - Program Congruence for Students with Special Needs." Rochester Area Reading Council.

1992 "Getting Students to Think About Social Issues," "New York State Council for the Social Studies". Albany, NY.

(Selected Accomplishments, cont.)

Co-investigator on team that trained and evaluated staff and programs in Chadds Ford School District, Chadds Ford, PA.

Consultant for Rochester Institute of Technology, N.T.I.D. - National Technical Institute for the Deaf.

Member - SUNY Brockport Faculty Senate - Chair - Faculty Senate Student Policies Committee.

Member SUNY Brockport Campus Wide Committees: Assessment, Budget, Scholarship, Portfolios, Redefining Scholarship, Admissions Policies.

Developed and taught faculty development course on teaching portfolios for higher education.

Member Departmental Committees: Elementary Curriculum, External Review, Internal Review, Assessment, Graduate Policies.

Member, Elementary Education restructuring committee that redesigned undergraduate teacher education program.

McNair and Summer Research Program Mentor.

Three time chair - Department Personnel Committee.

Funded Grants

Scholarly Incentive Award, 1998.

(Co-authored) Upward Bound Grant - 1995 with Dr. Betsy Balzano.

Teacher Opportunity Corp for Underrepresented Minorities in Education Grant - 1991 through 1999. Co-Authored with Dr. Betsy Balzano

Publications

1999 "Vouchers hack underpinnings of private and public schools," essay in Rochester's Democrat and Chronicle Newspaper, July 2.

1998 "School University Partnerships: Impact on Teaching and Learning" in Voices from the Field - published proceedings from conference. Flagstaff, Arizona. (Co-authored with Dr. Betsy Balzano and Dr. Christine Murray).

1998 "Teacher Education Portfolios: Point-Counterpoint" in Journal of New York State Association of Colleges for Teacher Education, vol. 14, Spring, 1998. (Co-authored with Dr. Christine Murray).

1996, "Change that Grade," essay in Rochester's Democrat and Chronicle Newspaper, November 7.

(Publications, cont.)

1996, "The SUNY Brockport Elementary Education Programs: Field Experiences, Cadre Groups, Team Teaching, and It's Good for You Too" in Journal of New York State Association of Colleges for Teacher Education. Vol. 12, Spring, 1996. (Co-authored with Dr. Betsy Balzano).

1994, Book Review, "Frederick Douglass," in Multicultural Education; Summer, Vol. 1., No. 4.

1993, "Multicultural Education for Students and Teachers." Rochester's Democrat and Chronicle Newspaper supplement. October 17 and 18.

1993 Movie Review, "Dances with Wolves" in Multicultural Education Premiere Issue, Summer. Vol. 1, No. 2.

1992 "Teaching Values is Tricky Business," essay in Rochester's Democrat and Chronicle newspaper, Oct. 11.

1992 "Assignments to Promote Reflection in Reading Education," in College Reading Association Monograph on Reading Education.

1991 "Whole Language in the Social Studies," in Social Science Record, Vol. 27, No. 2.

1988 Book Review, "With the Boys," in Play and Culture, Vol. 1, No. 2, May 1988.

1988 "A Goal Referenced Approach to Teaching Reading," in Penn State University, Monograph of Teacher Education

1984 "Training Tutors to Work with Students." Videotape Series Copywrite 1984, Jeffrey Linn and Millersville University

Professional and Academic Memberships

Association for Supervision and Curriculum Development
New York State Association of Teacher Educators
International Reading Association
National Association of Multicultural Education
National Council for the Teachers of English
Phi Delta Kappa

CHRISTINE E. MURRAY

Home

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Rochester, NY 14618
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Office

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SUNY Brockport
Brockport, NY 14420
(716) 395-2596

EDUCATION

- Ph.D.,** **Cultural Foundations of Education**
Concentration: Sociology of Education
Syracuse University, 1990
- M.S.,** **Higher/Postsecondary Education**
Syracuse University, 1976
- B.A.,** **Psychology**
Kalamazoo College, 1974

PROFESSIONAL EXPERIENCE

Assistant Professor, Education & Human Development
Director of Field Experience
State University of New York, College at Brockport, 1991-present.

Assistant Director of Career Development & Placement
Adjunct Professor of Sociology
State University of New York, College at Brockport, 1985-1991.
Rochester Institute of Technology, 1991.

Director, Field Period Program
Keuka College, 1979-1982.

Assistant Director of Career Information
The Johns Hopkins University, School of Advanced International Studies,
1978-1979.

Assistant Dean for Career Services
Eisenhower College, 1977-1978.

Assistant Dean for Student Services
Eisenhower College, 1975-1977.

Christine E. Murray (2)

RESEARCH

Coalition of Essential Schools, Centers Project Evaluator

DeWitt Wallace Foundation Grant, \$81,000, 1994-1997.

With Dr. Gerald Grant, Syracuse University

Project involves a three year evaluation of eight regional centers established by the Coalition to provide regional support for school level restructuring.

"New Roles for Teachers," Co-Project Director

Spencer Foundation Grant, \$118,000, 1993-1995.

Spencer Foundation Small Grant, \$7,500, 1992.

With Dr. Gerald Grant, Syracuse University

Project involves completion of a four year study on new roles for teachers in nine schools in four school districts.

"New Roles for Teachers, A Comparative Analysis of Two City School Districts," Co-Project Director

U.S. Department of Education, Office of Educational Research & Improvement Grant, \$78,000, 1991-1993.

With Dr. Gerald Grant, Syracuse University

Project involved participant observation and interview research in six schools in two districts on new roles for teachers.

"The Incremental Revolution: Transforming the Teaching Profession"

College of Education nominee for the Syracuse University Outstanding Dissertation Award, 1991.

United University Professions, Professional Development Grant, 1989-1990.

PUBLICATIONS

Teaching in America: Reinventing a Profession

(coauthored with Gerald Grant), Harvard University Press, forthcoming.

"Teaching as a Profession: The Rochester Case in Historical Perspective," Harvard Educational Review, volume 62, number 4, Winter 1992, 494-518.

"Rochester's Reforms: The Teachers' Perspective," Educational Policy, volume 6, number 1, March 1992, 55-71.

Christine E. Murray (3)

"James Coleman and the Coleman Reports," Social Science, Media, and Policy for Children, (with Gerald Grant), Eli Rubenstein, editor, Ablex Publishing Company, 1985, 3-35.

PAPERS

"The Normative Structure of a Successful Experiment in Shared Decision Making" (with Gerald Grant), 1995.
Accepted for presentation at the American Education Research Association Annual Meeting, San Francisco, CA.

"New Roles for Teachers: A Comparative Case Study of Two Cities" Final Report, (with Gerald Grant), 1993.

"In Search of Accountability: Lessons Learned from Rochester"
1992, American Education Research Association Annual Meeting, San Francisco, CA.

"Rochester's Reforms: The Teachers' Perspective"
1991, American Education Research Association Annual Meeting, Chicago, IL.

"Teaching as a Profession: An Historical Analysis of an Urban School District" 1991, American Education Research Association Annual Meeting, Chicago, IL.

TEACHING EXPERIENCE

Assistant Professor, Education & Human Development, 1991-present
Teach undergraduate and graduate levels foundations of education courses.
Use variety of teaching techniques including student debates, cooperative assignments, videos, and role playing. Currently developing new graduate courses on urban education and educational change.

Adjunct Professor of Sociology, 1986-1991
Taught introductory, upper division, and graduate level courses including Sociology of Education and Social Stratification.

Instructor, 1981-1982 & 1975-1978
At Keuka College and Eisenhower College taught credit bearing courses on career planning.

Christine E. Murray (4)

PROFESSIONAL SERVICE

Discussant, "Culture, Race, Ethnicity, and Gender as Context Determinants: Understanding the Conditions Shaping Student Performance" American Education Research Association 1995 Annual Meeting.

Op-ed piece, "Johnson-King Plan Avoids the Real Issues," Rochester Democrat & Chronicle, December 27, 1994.

Grant proposal, "New Roles for Teachers," included as exemplary model in How to Prepare a Research Proposal, 4th edition, by David R. Krathwohl, Syracuse University Press, forthcoming.

Discussant, "The Risks of Change" American Education Research Association 1994 Annual Meeting.

Program Review Committee, American Education Research Association, Division G, 1994 & 1993; Division K, 1991 & 1992; Division H, 1990.

Presentation, "New Roles for Teachers," Frederick Douglass Middle School Professional Practice School Seminar, 1993.

Presentations, "Teaching as a Profession, The Case of Rochester," Frederick Douglass Professional Practice School Seminar, 1993.
Syracuse University, School of Education, 1989 & 1990.

Chairperson, "Conflict & Struggle: Aspects of Teachers' Careers" American Education Research Association 1992 Annual Meeting.

Editorial Assistant for Senior Editor, Review of Research in Education, volume 17, 1991.

Presentation, "Family Influences on Career Choice," State University of New York Career Development Organization Annual Conference, 1991.

Invited participant, "Expectations for Student Performance," Rochester City School District, 1990.

Consultant, Student Retention, Erie Community College (with Dr. Vincent Tinto), 1986.

Presentation, "Job Sharing: An Employment Alternative," College Student Personnel Association Conference, 1985.

Christine E. Murray (5)

Co-coordinator, "Campus & Community: Quality in Experiential Learning," National Society for Internships & Experiential Education Conference, SUNY Brockport, 1982.

Keynote Address, "The Job Search: There is Another Way," Connecting Women & Work Conference, Keuka College, 1980.

Have also made numerous presentations on teaching as a career, career choice, experiential education, and related topics at area high schools and other organizations.

COLLEGE SERVICE

Chairperson, Secondary Programs Committee, SUNY Brockport Education & Human Development, 1994-1995, member since 1991.

Chairperson, Ad-Hoc Committee on Student Teacher Assessment, SUNY Brockport, Education & Human Development, 1993-1995.

Member, Graduate Programs Committee, SUNY Brockport Education & Human Development, 1993-1995.

Member, Elementary Program Committee, SUNY Brockport Education & Human Development, 1991-1995.

Associate Board Member and Member, Curriculum Committee, Women's Studies Program, 1991-1995.

Member, Undergraduate Curriculum Committee, SUNY Brockport, 1990-1991.

Susan K. Novinger
520 East Avenue, Apt. 201
Rochester, NY 14607

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716.395.5935 (w)

EDUCATION

- Ph.D. 1999 University of Missouri-Columbia
Curriculum and Instruction
GPA: 4.0

Dissertation study: Talking Mathematics: Children's Acquisition of
Mathematical Discourse in a Permeable Curriculum
- M.A. 1988 Truman State University
Educational Administration, GPA: 4.0
- B.S.E. 1983 Truman State University
Elementary Education / Early Childhood
summa cum laude, GPA: 4.0
Missouri Teaching Certification (lifetime): Pre-K through 8

ACADEMIC HONORS

- 1997 Superior Graduate Achievement Award
University of Missouri-Columbia
- 1983 Outstanding Elementary Education Senior
Valedictorian
Truman State University

TEACHING AWARDS

- 1998 High Flier Award for Teaching Excellence
College of Education, University of Missouri-Columbia

PROFESSIONAL EXPERIENCE

- 1999 - present Assistant Professor
Department of Education and Human Development
State University of New York College at Brockport
Brockport, NY 14420
- 1998 - 1999 Visiting Assistant Professor
Department of Education and Human Development
State University of New York College at Brockport
Brockport, NY 14420
- 1995 - 1998 Graduate Instructor
Department of Curriculum and Instruction
University of Missouri-Columbia
Columbia, MO 65211 1996 - 1998

1996 - 1998	Graduate Research Assistant Department of Curriculum and Instruction University of Missouri-Columbia Columbia, MO 65211
1997 - 1998	Instructor Continuing Professional Education University of Missouri-Columbia Columbia, MO 65211
1997 - 1998	Consultant, Teachers Academy Regional Professional Development Center Truman State University Kirksville, MO 63502
1995	Project Evaluator, CBHE Eisenhower Project Gender Equity in Middle School Mathematics and Science Stephens College Columbia, MO 65201
1995	Instructor, Project Construct Basic Institute Project Construct National Center Columbia, MO 65201
1993 - 1995	Instructor, Human Potential and Performance Director, Child Development Center Truman State University Kirksville, MO 63501
1992 - 1993	Instructor, Child and Family Development Director, Child Development Center Truman State University Kirksville, MO 63501
1987 - 1992	Instructor, Child and Family Development Assistant Director and Head Teacher, Child Development Center Truman State University Kirksville, MO 63501
1986 - 1987	Teacher, Sixth grade Adair County R-II School District Brashear, MO
1985 - 1986	Teacher, Kindergarten Adair County R-II School District Brashear, MO
1983 - 1985	Teacher, Preschool and Kindergarten Faith Lutheran School Kirksville, MO 63501

PUBLICATIONS

Whitenack, J. W., Knipping, N., Novinger, S., & Underwood, G. (submitted). Second-graders circumvent addition and subtraction difficulties. Teaching Children Mathematics.

Whitenack, J. W., Knipping, N. & Novinger, S. (submitted). Coordinating theories of learning to account for second-grade children's arithmetical understandings. Mathematical Thinking and Learning.

Whitenack, J., Knipping, N., Novinger, S., Coutts, L., & Standifer, S. (in press). Mini-case studies of children's mathematical thinking, beliefs, and values. Journal of Mathematics Teacher Education.

Whitenack, J., Knipping, N., Novinger, S., & Underwood, G. (in press). Contexts for children's mathematical reasoning about tens and ones: The story of Aunt Mary's candies. The Constructivist.

Whitenack, J., Knipping, N., Novinger, S., Coutts, L., & Reys, B. (1998). Using technology to foster teacher's reflections about children's arithmetical thinking. Teaching Children Mathematics, 4 (8), p. 484-487.

PRESENTATIONS

Novinger, S., Whitenack, J., & Knipping, N. (2000, April). Talking mathematics: Interactive constitution of mathematics discursive practices within a permeable curriculum. Paper to be presented at the annual conference of the American Educational Research Association

Whitenack, J. W., Knipping, N., & Novinger, S. (2000, April). Second-grade Children's Self-invented and re-invented methods for reasoning with two-digit quantities: A case for modeling and situatedness. Presentation to be given and the annual meeting of the American Educational Research Association, New Orleans.

Novinger, S. & Knipping, N. (2000, April). The teacher's role in supporting young children's mathematical thinking. Paper to be presented at the annual meeting of the Association for Childhood Education International.

Whitenack, J., Knipping, N., & Novinger, S. (1999). Tensions in reasoning arithmetically in a second-grade classroom. American Educational Research Association, Montreal, April 1999.

Novinger, S. (1999). The role of talk in learning mathematics for second-grade students. Paper presented at the Conference of the National Council of Teachers of English, Cincinnati, OH, March 3-6, 1999.

Knipping, N. & Novinger, S. (1999). Claiming our future: Supporting children's construction of mathematical knowledge. Association for Childhood Education International, San Antonio, April 1999.

Whitenack, J., Knipping, N., & Novinger, S. (1998). Exploring young children's arithmetical thinking: Technological tools for reflective practice. American Educational Research Association, San Diego, April 1998.

Knipping, N., Novinger, S., & Whitenack, J. (1997). Beyond counting: The teacher's role in supporting children's early number development. Association for Constructivist Teaching, New York, November 1997.

Conner, D. & Novinger, S. (1996). Research Roundtable: Social construction of knowledge in undergraduate action research. Association for Childhood Education, International, Minneapolis, MN, April 1996.

Novinger, S. & Conner, D. (1995). Helping undergraduates develop as constructed knowers. Association for Childhood Education, International, Washington, D.C., April 1995.

Novinger, S. (1994). Helping children construct meaning from literature. Quincy Conference, Quincy, IL, October 1994.

Novinger, S., Ritschell, S., & Juhlin, J. (1994). Supporting young children making meaning from text. Association for Childhood Education, International, New Orleans, LA, March 1994.

Novinger, S. (1994). The language of learning. Keynote address, Southern Conference on Children, Statesboro, GA, January 1994.

Novinger, S., Ritschell, S., & Juhlin, J. (1994). Literature study with young children. Teachers Applying Whole Language Renewal Conference, Columbia, MO, October 1993.

Knipping, N. & Novinger, S. (1993). Using drama to construct knowledge across the curriculum. Association for Childhood Education, International, Phoenix, AZ, March 1993.

Novinger, S. (1992). Communication and creative dramatics. Midwest Association for the Education of Young Children, Milwaukee, WI, May 1992.

Novinger, S. & Rybkowski, G. (1992). Making meaning through drama. Young Years Conference, Missouri Department of Elementary and Secondary Education, Lake of the Ozarks, MO, March 1992.

Novinger, S. (1991). Negotiating curriculum with children. Workshop on Wheels Conference, Warrensburg, MO, March 1991.

Novinger, S. & Kropp, J. (1991). Children's superhero and warplay. Bridging the Gap Conference, Kirksville, MO.

Novinger, S. & Rybkowski, G. (1991). Integrating curriculum using drama. Missouri Association for the Education of Young Children, Columbia, MO, October 1991.

Novinger, S. (1990). Planning with children. School-Aged Child Care Institute, University of Missouri Extension, Columbia, MO.

Novinger, S. (1990). Project approach to curriculum planning. Midwest Association for the Education of Young Children, Kansas City, MO, April 1990.

Novinger, S. (1990). Developmentally appropriate behavior guidance. Missouri Association of Home Day Care Providers, Kirksville, MO.

Novinger, S. & Richardson, E. (1989). Developing anti-bias curriculum. Missouri Association for the Education of Young Children, Columbia, MO, October 1989.

Kropp, J. & Novinger, S. (1988). All quiet on the preschool front? Children's superhero and warplay. Missouri Association for the Education of Young Children, Jefferson City, MO, October 1988.

Novinger, S. (1988). Special needs of working parents. Parents as Teachers Training Workshop, Kirksville, MO.

GRANTS AWARDED

Novinger, S. Child Care Development Block Grant, Missouri Department of Social Services, 1993 / 1994.

Novinger, S. Literature based reading instruction. Incentive grant funded by the Missouri Department of Elementary and Secondary Education, July 1987.

Novinger, S. & Stephens, B. Elementary science curriculum development. Incentive grant funded by the Missouri Department of Elementary and Secondary Education, July 1987.

RESEARCH

SUNY Brockport

First-grade / College pen pal project. With Carol Beers, Ginther School, Brockport Central School District. 1999-2000

University of Missouri

Supporting young children's mathematical learning: The emergence of models, ways of notating and symbolizing. Research assistant to Dr. Joy Whitenack and Dr. Nancy Knipping, 1997-1998.

CBHE Eisenhower Higher Education Project: Supporting young children's mathematical thinking. Research assistant to Dr. Nancy Knipping and Dr. Joy Whitenack, 1996 - 1997.

Discourse and interactions in a graduate retrospective miscue analysis seminar: An ethnographic study. 1997

Truman State University

Undergraduate action research: Supporting students' development as constructed knowers. With David Conner, 1994 - 1995

CURRENT RESEARCH INTERESTS

Mathematical discourse and children's symbolizing and notating
Classroom experiences as sites for intersections of diverse discursive practices
Action research as teacher directed professional development

COURSES TAUGHT

SUNY Brockport

EDI 405 / 505 Literacy I

Examination of the major theoretical perspectives regarding literacy learning and teaching, with an emphasis on reading and writing as transactional processes, and instructional strategies to support beginning readers and writers. Undergraduate and graduate students.

EDI 415 / 515 Literacy II

Examination of how to support upper elementary children as they learn language, learn about language, and learn through language. Emphasis on inquiry, writing process, literature study, content area reading and writing, and evaluation. Undergraduate and graduate students.

EDI 455 / 555 Student Teaching Field Experience

Supervision of student teachers in primary, elementary, and middle school placements. Undergraduate and graduate students.

EDI 456 Student Teaching Seminar

Professional seminar linked to student teaching field experience. Undergraduate and graduate students.

EDI 590 Emergent Language

Examines young children's acquisition and development of oral and written language. Students explore the cognitive, social, and cultural bases for language development and use, including dialect variation and second-language learning. Students engage in an action research project. Graduate students.

University of Missouri

T304 Family and Community Resources for Early Childhood Education

Examination of family systems theory as situated in social, cultural and historical contexts; social, cultural, and historical contexts of education; family, school, and community involvement and collaboration. Undergraduate and graduate students.

T306 Assessment in Early Childhood Education

Examination of assessment strategies in preschool through elementary years. Emphases on assessment - curriculum integration, authentic assessment strategies, and standardized instruments. Undergraduate and graduate students.

- T310 Early Childhood Assessment
Graduate seminar focusing on authentic learning and assessment infancy through primary school.
- T310 Project Construct Basic Institute
Graduate seminar focusing on extension and elaboration of constructivist theory and practice as related to the education of children preschool through elementary school.
- T314 Teaching Composition (internship with Dr. Roy Fox)
Theory and strategies for supporting student writing, upper elementary through high school. Undergraduate and graduate students.
- ED314 Teaching and Learning Mathematics, Science and Social Studies with Young Children (field experience supervisor)
Integrated course in curriculum and instruction, preschool through primary. Undergraduate students.
- ED316 Pre-Kindergarten Student Teaching (field experience supervisor)
Integrated course in curriculum and instruction. Undergraduate students.
- T403 / T410 Advanced Child Study / Advanced Early Childhood Curriculum (with Dr. Nancy Knipping)
Graduate seminar. Examination of developmental theories, Curriculum design, and teaching / learning strategies.
- T410 Action Research
Graduate seminar. Theory and practice of classroom action research.

Truman State University

- CFD 330 Family Life Education
Instructional techniques for applying family theory to working with a variety of family types and structures in community institutions, parent involvement and education programs, and schools.
- CFD 331 School-Age Through Adolescence
An overview of the psychology and development of children and adolescents from age six to eighteen. Emphasis on understanding development in a family context.
- CFD 332 Theoretical Applications in the Preschool
Application of constructivist learning theory in a directed laboratory experience.
- CFD 430 Administration of Children's Programs
Administrative theory, licensing, financing, organizing, supervising, and managing of public and private programs for children and families.

- CFD 432 Child and Family Development Practicum
Supervised professional experiences in early childhood centers, public and private schools, hospitals, public agencies, and other programs serving children and families.
- HPP 230 Early Childhood Growth and Development
An overview of the psychology and development of children conception through age six.
- HPP 250 Lifespan Development
An overview of human development throughout the lifespan. Emphasis on understanding development as contextually situated.
- PSYC 300 Teaching and Research Seminar (with David Conner)
Interdisciplinary course focusing on teachers as action researchers.
- CMDS 488 Language of Teaching and Learning
Research seminar focusing on the relationship between adult and child language transactions and cognitive development.

Summer Workshops:

- Science Experiences for Early Childhood Classrooms (1991, 1992)
Overview of constructivist learning theory. Focus on supporting children's construction of scientific concepts using developmentally appropriate strategies.
- Creative Communication and Dramatics for Teachers (with Gina Rybkowski, 1991)
Exploration of communication and drama strategies for teachers. Focus on fostering effective communication in classrooms, between professional colleagues, and with parents.

UNIVERSITY SERVICE

SUNY Brockport

- 1999 - 2000 Co-chair, Early Childhood/Childhood Education Program Development Committee
Departmental Awards Committee
Departmental Faculty Search Committee
Graduate Advising, Thesis/Project direction
Mentor, Ronald E. McNair Post-baccalaureate Achievement Program
Grants Consultant, Brockport Child Care Center
- 1998 - 1999 Undergraduate Committee, Department of Education and Human Development
Departmental Faculty Search Committee
Early Childhood / Childhood Education Program Development Committee
Graduate advising

University of Missouri

1995 - 1997 Early Childhood Education Planning Committee, Undergraduate Teacher Development Center

Truman State University

1994 - 1995 Master of Arts in Education thesis/case study committees
Sophomore Writing Experience, Reader and Conference Staff

1993 - 1994 MAE case study committees
Sophomore Writing Experience, Reader
Advisor, Beta Omega Beta

1992 - 1993 Campus Instructional Services Committee
Faculty Associate, Missouri South Residential College
Sophomore Writing Experience, Reader
Advisor, National Association for the Education of Young Children
Advisor, Beta Omega Beta

1991 - 1992 Faculty Senate
Council on Teacher Education
Faculty Associate, Missouri South Residential College
Sophomore Writing Experience, Reader
Divisional Representative, Planning Document Task Force
Advisor, National Association for the Education of Young Children

1990 - 1991 Campus Instructional Services Committee
Planning Committee, Bridging the Gap Conference
Advisor, National Association for the Education of Young Children

1989 - 1990 Advisor, National Association for the Education of Young Children

1987 - 1989 Advisor, National Association for the Education of Young Children
Campus Instructional Services Committee

CURRENT PROFESSIONAL AFFILIATIONS

American Educational Research Association
Association for Childhood Education International
Association for Constructivist Teaching
National Association of Early Childhood Teacher Educators
National Association for the Education of Young Children
National Council of Teachers of English
New York Association of Early Childhood Teacher Educators
New York Association for the Education of Young Children
Rochester Association for the Education of Young Children
Whole Language Umbrella

PROFESSIONAL SERVICE

Governing Board, Missouri Center for Voluntary Accreditation of Early Childhood Programs, 1993 - 1995

Governing Board, National Association of Early Childhood Teacher Educators -

Missouri Affiliate, 1991 - 1993

Missouri Association for the Education of Young Children
Governing Board, 1988 - 1992
Editor, UPDATE (state newsletter), 1989 - 1992
Distinguished Service Award, 1990

Advisory Council, Parents as Teachers, Kirksville, Missouri School District, 1992
- 1995

Advisory Council, Area Health Education Center, Macon, Missouri, 1991 - 1993

Vice-president, Membership, Truman State University Chapter, Phi Delta Kappa,
1990 - 1991

International Reading Association, Northeast Missouri Council
President, 1987 - 1988, Secretary, 1985 - 1986

Data Summary Sheet

SMITH, ARTHUR E., Ph.D.
Associate Professor of Education
Graduate and Undergraduate Faculty
Appointed 1972

1. Academic Degrees

Ph.D.	Syracuse University	Reading education
M.S.	Southern Connecticut St. College	Reading education
B.A.	University of Connecticut	English

2. Professional Experience

1972-Present	SUNY College at Brockport
1969-1972	Syracuse University, graduate assistant
1965-1969	Branford (CT) High School, reading and English teacher
1962-1965	Platt H.S. (Meriden, CT), English teacher

3. Faculty and Administrative Load

Fall Semester, 1998

EDI 360	Student Literacy Corps	3 semester units
EDI 415/515	Literacy II	3 semester units
EDI 731	Current Reading Research	3 semester units
EDI 798	Advanced Seminar in Reading	6 semester units

Spring Semester, 1999
(Sabbatical Leave)

Summer, 1999

EDI 539	Content Area Reading	3 semester units
EDI 733	Reading Practicum	3 semester units

Other Collegiate Assignments, 1996-1999

Chair: Awards Committee (EHD)
Member, Undergraduate Committee (EHD)
Member, Personnel Committee (EHD)
College Representative to Rochester Area Language Arts Coordinators
Program and Thesis Advisor: 25 master's candidates per year

4. Current Professional and Academic Association Memberships (asterisk beside meetings attended)
 - *College Reading Association
 - International Reading Association
 - National Council of Teachers of English
 - *Rochester Area Language Arts Coordinators
5. Current Professional Assignments and Activities (non-teaching)
 - Faculty advisor to "America Reads" program
 - Member of the Editorial Advisory Board of *Reading Research & Instruction*
 - Judge for College Reading Association Outstanding Dissertation Award
6. Publications (selected from the most recent and most important)
 - University students as literacy tutors. ERIC, July, 1996 (ED 401527).
 - Working with the disabled student, *Brockport Statements*, October, 1995.
 - Offering choice in teacher education. ERIC, November 1993 (ED 373308)
 - A national curriculum in England, *Florida Reading Quarterly*, March 1993.
7. Papers Presented
 - "University Students as Literacy Tutors," World Congress of the International Reading Association, 1996, Prague, Czech Republic.
 - "Linking the Reading Clinic to the Community," College Reading Association, 1995, Clearwater Beach, Florida.
 - "Required Reading Preparation for Classroom Teachers: A Survey of Fifty States' Regulations," College Reading Association, 1995, Clearwater Beach, Florida
 - "Linking the Literacy Program: Ideas that Work," College Reading Association, 1994, New Orleans.
 - "The Literacy Corps Experience: Models, Materials and Motivations," International Reading Association, 1994, Toronto.
 - "Use of Self-selection in Teacher Preparation," College Reading Association, 1993, Richmond, Virginia.
8. Research
 - "The Literacy Hour" in England's National Curriculum

1999

1

CURRICULUM VITAE

Dr. Lynae E. Sakshaug

Assistant Professor (application for promotion in progress)
Department of Mathematics
Western Illinois University

Academic Degrees:

Ph.D. - Mathematics Education, North Carolina State University, 1996
M. A. - Mathematics Education, UNC- Pembroke, 1990
B. A. - Political Science, UNC- Chapel Hill, 1981

Professional Experience & Courses Taught:

Professor of Mathematics, Western Illinois University, 1996 - Present

The Teaching of Mathematics in Middle Grades and Junior High, (taught both graduate-level and undergraduate-level courses)
Number Theory Concepts in School Mathematics
The Teaching of Elementary School Mathematics
Computers in Elementary / Middle School Mathematics
Integrating Mathematics and Literature in Elementary Education

Mathematics Instructor, North Carolina State University, 1990 -1996

Intermediate Algebra

Mathematics Instructor, Peace College, Raleigh, North Carolina, 1991-1996

Intermediate Algebra
College Algebra
Trigonometry
Mathematics for Elementary Teachers

Geometry Teacher, Chapel Hill High School, Summer 1991, Summer 1992

Mathematics Teacher, Grey Culbreth Middle School- Chapel Hill, 1990-1991

Mathematics Teacher, Scotland County High School, Laurinburg, NC, 1989-1990

Publications:

"Take Two: a Fair Game?" *Teaching Children Mathematics*, 6 (1), January 1999.

"My Last Lecture: Herta Freitag", in Ed. C. Morrow, *Noted Women in Mathematics: A Biographical Dictionary*, Greenwood Publishing Co., 1998.

"What are the Clues? Patterns in More Than One Direction", *Teaching Children Mathematics*, 4(5), November, 1998.

"Counting Squares", *Teaching Children Mathematics*, 4 (9), May 1998.

Dr. Lynae Sakshaug

Publications (cont.):

"Decoration Delight", *Teaching Children Mathematics*, 5 (1), January 1998.

"Integrating Mathematics and Literature", *Illinois Mathematics Teacher*, November 1997.

"The Orange Game", *Teaching Children Mathematics*, to be published in April, 1999.

Co-editor of "Problem Solvers" monthly column in *Teaching Children Mathematics*.

Grants:

Problem Solving and Performance Assessment Assistance in Rural Schools (with M. Olson and J. Olson) \$80,000. Also chief evaluator of project. 1998-99.

Project SuMMIT- Supplementing Meaningful Mathematics Instruction with Technology (with M. Olson and J. Olson) \$45,000 each year, Illinois Board of Higher Education, 1997, 1998. Also chief evaluator of project both years. Proposal submitted for 1999.

Making A Smooth Mathematical Transition from High School to College (written for Mary Leach and Robert Baumann at the Regional Office of Education), \$87,000, 1998-99. Author of grant. Also chief evaluator of project.

Presentations:**National Meetings**

"A meaningful approach to integrating technology, problem solving, and cooperative learning in mathematics using stations." presented at the National Council of Supervisors of Mathematics annual conference, 4/1/98.

"Problem Solvers and Implementing problem solving in the Classroom" presented at the annual meeting of National Council of Teachers of Mathematics, 4/2/98.

"What do they know? What would you like them to learn? Cooperative learning- an answer." presented at the 25th annual meeting of the Research Council on Diagnostic and Prescriptive Mathematics, 2/2/98.

"Algebra for All Students- An Analysis of Implementation" presented at Research Presession of 75th annual meeting of National Council of Teachers of Mathematics, 4/16/97.

State and Regional Meetings

"What is constructivism?" Co-presenter and discussant at Illinois Council of Teachers of Mathematics State Conference, Springfield, IL, 10/15/98.

"The Algebra Preparedness Race" Member of Panel, Preconference of Illinois Council of Teachers of Mathematics State Conference Springfield, IL, 10/14/98.

Dr. Lynae Sakshang

Presentations, State and Regional Meetings (cont.)

"Illinois Learning Standards in Mathematics and Post-secondary Admissions/Placement, Pilot Study 1997-98" presented with the Provost, the Regional Supt., District Supt., Project Director, and high school teacher, at the Annual ISBE Superintendents conference on 9/24/98.

"Tech Prep mathematics and the role it plays in high school and college" presented at the annual meeting of the Illinois Section of the Mathematical Association of America, 3/27/98.

"Integrating across the curriculum, to achieve the Illinois State Learning Goals" presented at the annual Henderson-Mercer-Knox-Warren teacher in-service day, 2/27/98.

"Putting problem solving at the center of the mathematics curriculum" presented at the annual Henderson-Mercer-Knox-Warren teacher in-service day, 2/27/98.

"Geometry and Spatial Sense Activities for use in the classroom" presented at the 1997 Hancock/McDonough Regional Institute, 10/3/97.

"An Integrated Approach to High School Mathematics: Core Plus" presented at the 1997 Western Regional meeting of the Illinois Council of Teachers of Mathematics, 4/3/97.

"What is the Core Plus Curriculum?" presented at the monthly meeting of the West Central Council of Teachers of Mathematics, 11/21/96.

"Integrating Mathematics across the Curriculum in Secondary School" presented at the Mathematics Educators Conference, Christian-Montgomery Counties, 11/15/96.

"Integrating Mathematics in the Middle Grades" presented at the Mathematics Educators Conference, Christian-Montgomery Counties, 11/15/96.

Panelist on "Illinois Standards" Panel at Timely Degree Completion Meeting, 8/28/97.

Committees on Which I Serve:**University Committees:**

Provost's Articulation Committee
College Grade Appeals Committee

Departmental Committees:

Chair of Ad-hoc Student Evaluation Committee
Chair of Mathematics Education Committee
Committee to Assess the Elementary Redesign Program
Secondary Education Redesign Committee
Colloquium Committee
High School Visitation Committee

Illinois State Board of Education Committees:

Mathematics Performance Standards Committee
Mathematics Committee- Item Writing for State Exams

Dr. Lynae Sakshaug

Reviewer of State Assessment Plan for Mathematics

Illinois Council of Teachers of Mathematics Committees:

Chair of ICTM Task Force on Needs Assessment

Campus Advisor: Math TFAM, student organization for preservice elementary, middle and high school teachers of mathematics

Staff Development:

McDonough Hancock Regional Office of Education:

Member of Committee that wrote the Post-Secondary Admission and Placement Benchmarks

Taught a series of five workshops intended to prepare teachers for rating students understanding of content items of the Post-Secondary Admission and Placement Benchmarks

Chief evaluator of rating profiles of students, in the areas of content learned, college placement, and success in first-semester of college mathematics.

CUSD #205, Galesburg Schools:

Consultant for writing First Grade Expectations and Assessments, coach in the schools for first grade teachers implementing the Expectations, 5/97- present.

Consultant for writing Kindergarten and Second Grade Expectations and Assessments, coach for K-2 grade teachers implementing the Expectations, 5/98 - present.

Trained aides for school years 97-98 and 98-99.

Consultant for writing middle grades objectives and selecting units for achieving objectives, Spring '98

Researched textbook adoption process by Middle Grades Teachers, included interviewing all middle grades mathematics teachers in CUSD #205, and observing in classrooms

Teachers' Academy for Mathematics and Science, Chicago, IL:

Evaluator of their Mathematics Program for Middle Grades Teachers, 1996-97

Evaluator of their Mathematics and Science Programs for all Teachers, 1997-98

Provided two inservice workshops for teachers in the Rock Island and Moline school districts. Teachers at grades 3, 5, 8, 10 attended. Workshops focused on performance assessment as it is linked to the Illinois State Achievement Test (ISAT) that will be piloted this spring in grade 3, statewide, and the following year in grades 5, 8, and 10. (Follow-up workshops are planned for December, 1998).

Dr. Lynae Sakshaug

Staff Development (Cont):

Provided two inservice workshops for middle grades teachers at Bushnell- Prairie City Junior High School, on selecting mathematics software and on implementing the use of technology in a one-computer classroom. 4/98

Provided a workshop for all teachers at Earl Hansen School, Rock Island, IL. "Coupling Assessment with Instruction", 9/22/97.

Edison Middle School, Macomb, IL. Consultant on grant for Implementing Technology in All Fourth Grade Classrooms, 10/96 - 5/97.

Provided two workshops for Two-Rivers Professional Development Center. "Integrating Mathematics with other subjects to implement the NCTM Standards in Grades K-2", 2/21/97, and "Integrating Mathematics with other subjects to implement the NCTM Standards in Grades 6-8", 3/7/97.

Presented two workshop sessions at the Two Rivers Professional Development Center. 12/6/96 One session focused on K-2 teachers. The other focused on 6-8 teachers.

Other:

Provided problem ideas for teachers at Lincoln School in Macomb in order to help them prepare their children for the new Illinois State Achievement Test (ISAT), fall, '98.

Guest speaker at Galesburg Board Meeting on 10/13/98, to describe how their Academic Learning Expectations for grades K-2 fit in with the state and national learning standards.

Hosted a "Math Everywhere" night for the WIU Infant and Preschool parents and children.

Coordinator and advisor for MATH Team. This is a new student organization of math educators that was formed during the fall of 1996.

Keynote speaker at Hamilton High School graduation ceremony, 5/25/97.

Current Professional and Academic Association Memberships:

National Council of Teachers of Mathematics
Research Council on Mathematics Learning
Association of Mathematics Teacher Educators
Women in Mathematics Education
Illinois Council of Teachers of Mathematics
West-Central Council of Teachers of Mathematics

Dr. Lynae Sakshaug

TOTAL P.06

Faculty Data Summary Sheet

VERONESI, PETER D., Ph. D.
Assistant Professor of Science Education
Graduate and Undergraduate Faculty
Appointed 1996

1. Academic Degrees

Ph.D.	University of Iowa	1996	Science education
M.Ed.	Clarion University	1992	Science education
B.S.	Clarion University	1986	Secondary education, Science

2. Professional Experience

1996-Present	SUNY College at Brockport, Assistant Professor of Science Education
1992-1996	University of Iowa
1987-1991	Philipsburg Pennsylvania Junior High Science Teacher

3. Faculty and Administrative Load

Summer Session, 1999

EDI 673	Final Project(s) Supervision	
EDI 611	Teaching of Elementary School Science	3 semester units

Spring Semester, 1999

EDI 476	Student Teaching Seminar	3 semester units
EDI 406/506	Dimensions of Teaching	3 semester units
EDI 475/575	Student Teaching supervision	3 semester units

Fall Semester, 1998

EDI 476	Student Teaching Seminar	3 semester units
EDI- 416/516	Applications of Teaching (Science)	6 semester units
EDI 475/575	Student Teaching supervision	3 semester units

4. Other Collegiate Assignments, 1998-1999

Advisor, 49 graduates

Member, College and departmental committees: 3 search (chair of one), professional development, NCATE, Early childhood Program development, College Faculty evaluation, and Chair of grade appeal committee.

Student Teachers supervised, 8 fall, 7 spring

Projects Supervised, 6 fall, 7 spring

5. Current Professional and Academic Association Memberships

*National Science Teachers Association (NSTA).
*Science Teachers Association of New York State (STANYS).
*National Association for Research in Science Teaching (NARST).
*Association for the Education of Teachers in Science (AETS).
*Association for the Education of Teachers in Science- Northeast(AETS-NE).
Council for Elementary Science International
National Association of Science, Technology, and Society (NASTS).

6. Publications

"Same Destination, Different Journeys: A Comparison of Male And Female Views On Becoming And Being A Scientist." International Journal of Science Education. 21(5). pp. 533-551. 1999.

Blast Off Science! Contributing author for multi-state science reviews. Buckle Down Publishing. Iowa City, IA. 1998-present.

"Nest Predation in Your Neighborhood." Science Scope. May 1997.

"Synthetic Soils: Mixing the Bad With the Good." Science Activities. Summer, 1996.

"Perceptions of a Safe School." The American School Board Journal. February 1995.

7. Papers Presented

"R-BEST Rationale for Teaching Elementary Science: A Study of First Year Teachers' Perspectives on Their Personal Research-Based Elementary Science Teaching Rationale," Annual meeting of the Association for the Education of Teachers in Science. 1999 Austin, TX.

"Building a Sound Rationale for Teaching Among Preservice Teacher Candidates," * Annual meeting of the National Association for Research in Science Teaching, 1999. Boston, MA.

8. Research

Science Teacher's-of-Regents Belief Survey in New York State. In progress, 1999.
Funded by a SCHOLARLY INCENTIVE AWARD.

Appendix C

Letters of Support from Academic Computing, Drake Library and Brockport Child Care Center

BROCKPORT

State University of New York
College at Brockport
350 New Campus Drive
Brockport, New York 14420-2982
Academic Computing Services
Fax: (716) 395-2399

October 7, 1999

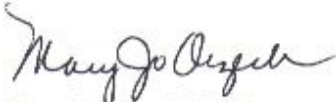
Dr. Jeffrey B. Linn
Department of Education and
Human Development
270 FOB

Dear Dr. Linn,

This letter is sent regarding Education and Human Development's
Proposal to offer a new program in Birth Through 2 Education.

Although competencies in computer skills will be required and
students will use PCs for papers and research using the World Wide Web, we
do not foresee any impact on Academic Computing resources, such as new
hardware and software, at this time. Since Education maintains it's own lab in
C6 Cooper, accommodating the additional 20 majors for this program is not
anticipated to be a problem. Academic Computing Services supports the
Education and Human Development program in their efforts.

Sincerely,



Mary Jo Orzech, Ph.D.
Director, Academic Computing Services

MJO/ms

BROCKPORT

State University of New York
College at Brockport
350 New Campus Drive
Brockport, New York 14420-2995

Drake Memorial Library

MEMORANDUM

To: Sue Novinger
Education and Human Development

From: Sally Petty *Sally Petty*
Chairperson, Library Collection Development Committee

Re: Program Proposals for the Childhood Education Certification Program(grades 1-6)
and the new Early Childhood Education Certification Program (Birth-grade 1)

Date: December 6, 1999

Members of the Drake Memorial Library Collection Development Committee have reviewed current library holdings related to your program proposals for both the Childhood Education Certification Program and the new Early Childhood Education Certification Program.

Education holdings were assessed against six libraries participating in the 1997 North American Title Count. Three of those libraries had fewer overall library holdings than Drake, three had more overall holdings than Drake.

According to the NATC, we would want the library to have education holdings of 24,205. We have 22,875, or 95% of the holdings reported in the 1997 NATC.

The areas we care most about for the purposes of this proposal are child study and early childhood education, as well as preschool, nursery school, kindergarten, and primary education. You will see in the following table, that these areas do need collection building. We will need about 327 volumes to bring us up to the level of the 1997 assessment tool level. At an average cost of \$44.48 before discount, we will need about \$14,545.00 to make up the shortage in these two areas. Education's annual library book and media budget is @ \$11,200. Clearly this shortage needs to be covered by some other means.

The Drake Memorial Library Collection Development Committee members support modification in the allocation of NYS Collection Development Grant funds over a two year period to cover development of the education collection in the above areas. The purpose of the grant is to build strong collections in particular subject areas. We have been asked to assure quality collections in these areas, not only for the college, but for purposes of Inter-Library Loan sharing. Historically we have allocated only 20% of grant funds to education. Over the next two years, we will spend 60% of grant funds in the education area so that we may meet the demands of the Education curriculum changes mandated by NYS. \$7,534 each year for 2 years would allow us to make up the \$14,545 short fall, and develop our collection in areas that will be in great demand as the new NYS education regulations are implemented.



Brockport Child Day Care Center, Inc.

Cooper Hall, SUNY College at Brockport
350 New Campus Drive, Brockport, NY 14420-2946

(716) 395-2273

January 27, 2000

Dr. Sue Novinger
Education and Human Development
Faculty Office Building
350 New Campus Drive
Brockport, New York 14420

Dear Sue:

Brockport Child Day Care Center, Inc. enthusiastically supports SUNY Brockport's effort to establish an Early Childhood Certification Program beginning Fall, 2000.

We commit to accept up to twenty Early Childhood Certification students for field placement. We are also able to accept up to twenty students who can use our site for observations. These students could participate in our Infant and Toddler Program, Pre-Kindergarten and Kindergarten Program, and our Primary Grades Program (1st and 2nd grades). Additionally, Lou Sweigman, Program Director, and I would gladly serve as Program consultants.

If I can be of further assistance do not hesitate to contact me.

Sincerely,

Mary Montgomery
Executive Director

MM/lm

Accredited by the National Academy of Early Childhood Programs



Appendix D

NCATE Timetable

NCATE TIMELINE

Dec. 1999	Intent to Apply for NCATE submitted
Feb. 1, 2001	Preconditions document submitted to NCATE including 4-5 copies of curriculum folios for each area requiring a folio
Oct./Nov. 2001	Institution submits to NCATE "Date Preference Form" for preferred dates for visit
Apr. 2002	Institution publishes announcement to media of visit to invite third party testimony
Jan. 2002	NCATE sends final preconditions report to institution
Apr. 2002	NCATE sends to institution names and addresses of BOE to conduct visit
June 2002	NCATE sends third-party testimony to institution for comment
July 2002	Institutional report and catalogs to NCATE, BOE Team members, state consultant and other representatives
Aug./Sept. 2002	Previsit
Oct./Nov. 2002	Scheduled Visit
Dec. 2002	Report submitted to NCATE, Unit Heads, SED
Jan. 2003	Rejoinder to NCATE
Mar./Apr. 2003	Accreditation status by NCATE
May 2003	Report to President
Sept. 2003	Accreditation (thinking positively)
Public Disclosure	

Appendix E
Projected Expenditures for Proposed Program
And
Faculty Senate Template

STATE UNIVERSITY OF NEW YORK

PROJECTED EXPENDITURES FOR PROPOSED PROGRAM

Expenditures	1st Year Academic Year (1)	5th Year Academic Year (1)
Personnel (2)		
Internal Reallocation (3)	1 Full-time line 2 Adjunct classes reallocated	1 Full-time & 2 Adjunct
New Funds (4)		1 Additional full-time faculty line
Total		
Equipment (5)		
Internal Reallocation (3)	1,000.00	- 0 -
New Funds (4)	6,000.00	- 0 -
Total	7,000.00	- 0 -
Library Acquisitions		
Internal Reallocation (3)	7,500.00	1,000.00
New Funds (4)	- 0 -	- 0 -
Total	7,500.00	1,000.00
Remaining OTPS		
Internal Reallocation (3)	250.00 (supplies)	350.00 (supplies)
New Funds (4)		
Total	250.00	350.00
Capital Expenditures (6)		
Internal Reallocation (3)	- 0 -	- 0 -
New Funds (4)	- 0 -	- 0 -
Total	- 0 -	- 0 -
Grand Total		

- (1) Specify the academic year.
- (2) Include fringe benefits.
- (3) Internal reallocation means that campus resources will be moved or redeployed from a current effort to support the new program.
- (4) New funds means expenditures engendered specifically by the proposed program that the institution would meet by other sources.
- (5) Include here equipment that is not a capital expenditure.
- (6) Include here a new facility, or renovation or renewal of an existing building.

Faculty Senate Resources Template

A. Personnel and other human resources

2. Support personnel

Reallocation of current personnel resources in the Field Experience Office and Elementary and Secondary Education Coordinator office

3. Teaching faculty

3.1 Full time

1 current full time faculty member

One full time faculty member to be added year two of the proposed program

3.2 Part time

Add one .5 time adjunct beginning year one of the proposed program

B. Facility Needs

Note: The facilities may require support for maintenance or supervision. These can be identified under items A-Personnel and Human Resources, above or D-Services, below.

1. Classroom / teaching facilities

1.2 Small classrooms (reallocation of existing facilities through scheduling)

1.3 Large classrooms (reallocation of existing facilities through scheduling)

1.10 Computer labs (See Appendix C).

2. Offices

2.2 Faculty offices (need one additional office for additional full time faculty member)

C. Program-specific supplies and equipment.

(Note: These items may require special support for maintenance and supervision. These can be identified under items A-Personnel and Human Resources, above or D-Services, below.)

1. Computers, work stations, etc. housed within program:

1 computer and printer 2,500

3. Office furniture

For one new faculty office--reallocation from surplus

5. Program Specific Equipment

5.1 Permanent equipment (life cycle of 7+ years)

Early childhood classroom equipment such as
hardwood unit blocks, sand/water table,
classroom sets of developmentally appropriate

manipulatives	1,000
Annual replacement budget	150
<i>5.2 Replaceable equipment (life cycle of 5-7 years)</i>	
2 video cameras, tripods, microphones	1,600
1 digital cameras and software	800
2 touch screens	1,000
2 audio recorders	<u>100</u>
Start-up expense	3,500
Annual replacement budget	500
<i>Life cycle of 1-2.9 years</i>	
teaching materials including but not limited to magnets, magnifiers, math manipulatives, balance scales	500
Early childhood software	<u>500</u>
Start-up expense	1,000
Annual replacement budget	333
6. Program-specific supplies	
(Expendable items to be replaced on a regular basis)	
Curriculum supplies to include items such as chart paper, art supplies, etc.	250
Annual budget for consumables	250

D. Services Needed

1. Computer services
Program needs can be met through current resources. See appended letter from Academic Computing.

E. Financial Resources (Not covered in items A-D, above)

1. Travel
 - 1.1 Conference

Dean's office	600
Department	150
3. Special Events

Annual budget for speakers, symposia, etc.	500
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6. Library acquisitions

Drake Memorial Library has committed grant funds of \$7,534 for each of the next two years to strengthen the collection in early childhood education, child study, preschool, kindergarten, and primary education (See Appendix C). Thereafter, current department library budget will be sufficient.

7. Program -specific financial resources not covered above.
None necessary.

F. Program-specific intangible resources (resources that do not have fixed dollar values that are necessary to maintain the program)

2. Community resources (for programs that depend on or work with external constituencies)

Cooperating early childhood education and care programs, such as the SUNY Brockport Child Care Center, the Rochester City School District, the Brockport Central Schools, and the Greece School District are a valuable resource for the proposed program. These early childhood programs provide sites for candidates' field experiences, and the teachers and administrators of these programs share their expertise with SUNY Brockport faculty and teacher candidates.